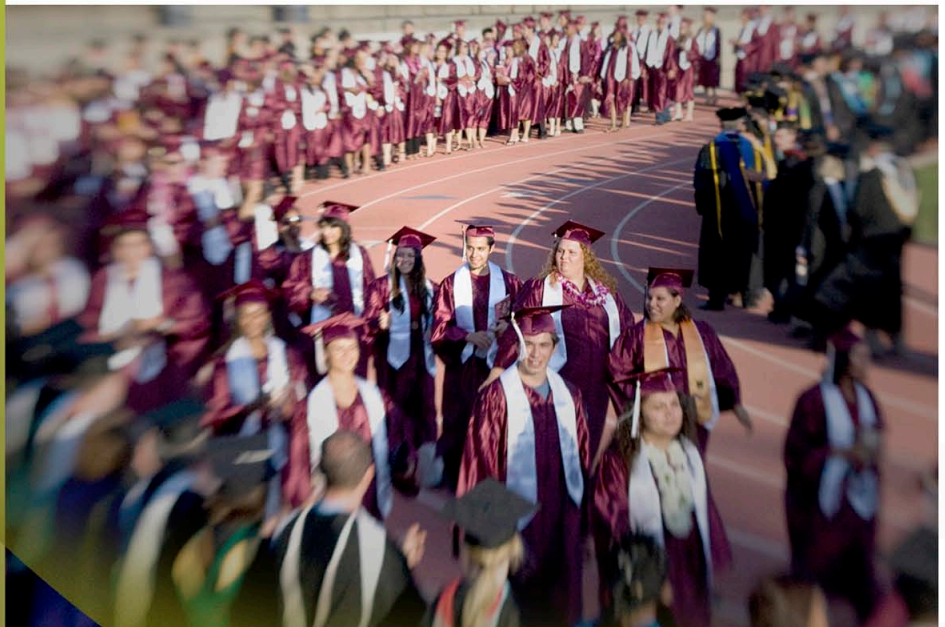


**2010** Mt. San Antonio College

**Institutional  
Self-Study Report**



in Support of  
Reaffirmation  
of Accreditation



# Mt. San Antonio College

## Institutional Self-Study Report in Support of Reaffirmation of Accreditation

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**August 2010**

**Submitted by:**

Mt. San Antonio College  
1100 North Grand Avenue  
Walnut, CA 91789-1399

**Submitted to:**

Accrediting Commission for Community  
and Junior Colleges of the Western Association  
of Schools and Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

# Mt. San Antonio College

## Certification of the Institutional Self-Study Report

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**Date:** March 2010

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

**From:** Mt. San Antonio College  
1100 North Grand Avenue  
Walnut, CA 91789-1399


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

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

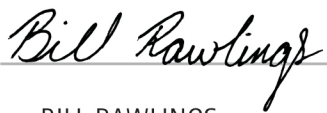
**Signed:**


  
\_\_\_\_\_  
JOHN S. NIXON  
*President/Chief Executive Officer &  
Accreditation Liaison Officer*


  
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DAVID K. HALL  
*President, Governing Board*

  
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*Vice President, Instruction &  
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*President, CSEA Chapter 651*

  
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RENÉ KOUASSI  
*President, Associated Students*

# Mt. San Antonio College

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

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## Introduction



# An Introduction

## History

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**T**he Mt. San Antonio Community College (Mt. SAC) District was created in December, 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance above the campus.

The 421 acre college site was originally part of the 48,000 acre La Puente Rancho. During World War II, the facility was converted into an army hospital and later a navy hospital. Mt. SAC opened in the fall of 1946 with 635 students occupying a few Spanish-tiled buildings and temporary Navy barracks clustered below the San Jose Hills. Walnut, not yet an incorporated city, consisted of very little except dirt roads, cacti, and grasslands covered in the spring with wild mustard grass.

Quite naturally, the growth of Mt. SAC has mirrored that of the local area. From its humble beginnings with an initial enrollment of 635 students, the college serves over 70,000 men and women from diverse backgrounds and generations. The College District boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.

The needs of the population of the district and surrounding areas are served by offering a comprehensive learning outcomes process. This process demonstrates that faculty members are committed to instructional excellence and innovation. The college assures that its curriculum is consistent with the demands of today's job market by establishing

partnerships with local businesses and community leaders. Mt. SAC is also expanding agreements with K-12 and universities further to facilitate student success and transfers to the baccalaureate level.

Mt. SAC has maintained a tradition of achieving statewide, national, and international distinction. For the fourth time in five years, a Mt. SAC scholar was among 20 students nationwide to be named to the prestigious All-USA Academic First Team. Journalism students won a record 28 state conference awards, while broadcasting students won six Golden Mikes. The Mt. SAC Athletics Program won the coveted NATYCAA Cup for overall program excellence.

The college offers programs and services through various grants to improve student success. Last year, Mt. SAC managed more than \$7 million dollars in grant funding, including programs supported by the U.S. Department of Education, the National Science Foundation, the U.S. Department of Labor, the U.S. Department of Agriculture, the California Community College Chancellor's Office, the James Irvine Foundation, and the Bill and Melinda Gates Foundation. These and other efforts support the college's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs (See *Grants Reports*).

## Continuing Education

The Continuing Education Division began as the Community Services department, established in 1971 to provide cultural, educational, and recreational programs. Some of these community programs included the support of the Mt. SAC planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The department was also responsible for Mt. SAC's public information and a

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speaker's bureau. In 1978, Community Services was reclassified from a department to a division. The newly re-titled Community Education Division expanded to incorporate community enrichment, fee-based classes, and nine areas of state-supported adult education including Basic Skills, English as a Second Language (ESL), Older Adults, Parent Education, Disabled Education, and Health and Fitness. By the 1990s its programs had greatly expanded in such areas as General Education Development (GED) preparation, Adult Basic Education Adult Diploma, and High School Referral (See *Continuing Education*).

Mt. SAC Continuing Education today is one of the strongest noncredit programs in the state of California, serving more than 39,000 students in 2007 to 2008. The division has experienced dramatic change and tremendous growth in its 39 year history. There have been six name changes during this time, and its most recent name change, Continuing Education, reflects the common terminology used by California Community Colleges for similar programs. The main Mt. SAC campus is now home to the Continuing Education Division office, Adult Basic Education, Adult Diploma, ESL, Health Occupations, High School Referral, Language Learning Center, Older Adult Program offices, and Short-term Vocational programs. Developmentally Disabled, Parent Education, and Older Adult Program courses are located in public and private facilities throughout the Mt. SAC community.

Continuing Education provides open entry enrollment in most of its programs, which gives students the opportunity to begin at virtually any time during a term. Continuing Education has a greater proportion of linguistically diverse individuals than the United States average, 30% compared to 17.90%. Not surprisingly, the Division also enjoys greater ethnic diversity than the national average with 19.5% White, 27.9% Hispanic/Latino/a, 25.5% Asian, 3.3% African-American, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian/Pacific Islander, 3.1% Filipino, 12.7% declined to state, and 7.3% Other. The breadth of programs in Continuing Education are reflected in the age data, which indicate 32% of students are age

63 and over; 22.4% age 44-62; 17.8% age 29-43; 11.7% age 23-28; 13.7% age 18-22; and 2.2% under 18. Due to the diverse needs of the students served in Continuing Education, each program has developed a unique instructional focus with challenging relevant curriculum which supports students in achieving their personal, educational, and career goals.

Continuing Education provides its students with a comprehensive system of support services to ensure student success; these services include assessment, orientation, advising, counseling, follow-up, and assistance in transitioning to credit programs of the college. The services provided in each program are adapted to meet the needs of the students served. Student services functions for most noncredit students are located within the Division. However, the Adult Basic Education and ESL programs provide services specific to their student populations. These services are located at the program offices, which are in close proximity to the students' classrooms.

Continuing Education chooses to engage in an additional rigorous self-evaluation through the Accrediting Commission of Schools' (ACS) arm of WASC. Accreditation by ACS is essential for high school course credits within Continuing Education to be certified as a-g approved by the University of California system. These requirements (a-g) denote categories of high school general education courses that provide students with the breadth of knowledge required to enter a four-year university. This certification is also mandated for National Collegiate Athletic Association (NCAA) recognition of the high school courses offered in the Division. Over a thirteen month period beginning in February 2008, Continuing Education faculty, staff, and managers participated in an application process seeking formal recognition of the Division adult education programs. As part of the process, the Division vision was revised, and student learning goals (SLGs) were developed. Continuing Education assessed all programs with respect to research-based ACS Criteria through collegial dialogue, student and staff surveys, analysis of program data, and review of Division practices. Areas of strength were validated, and four areas for change were

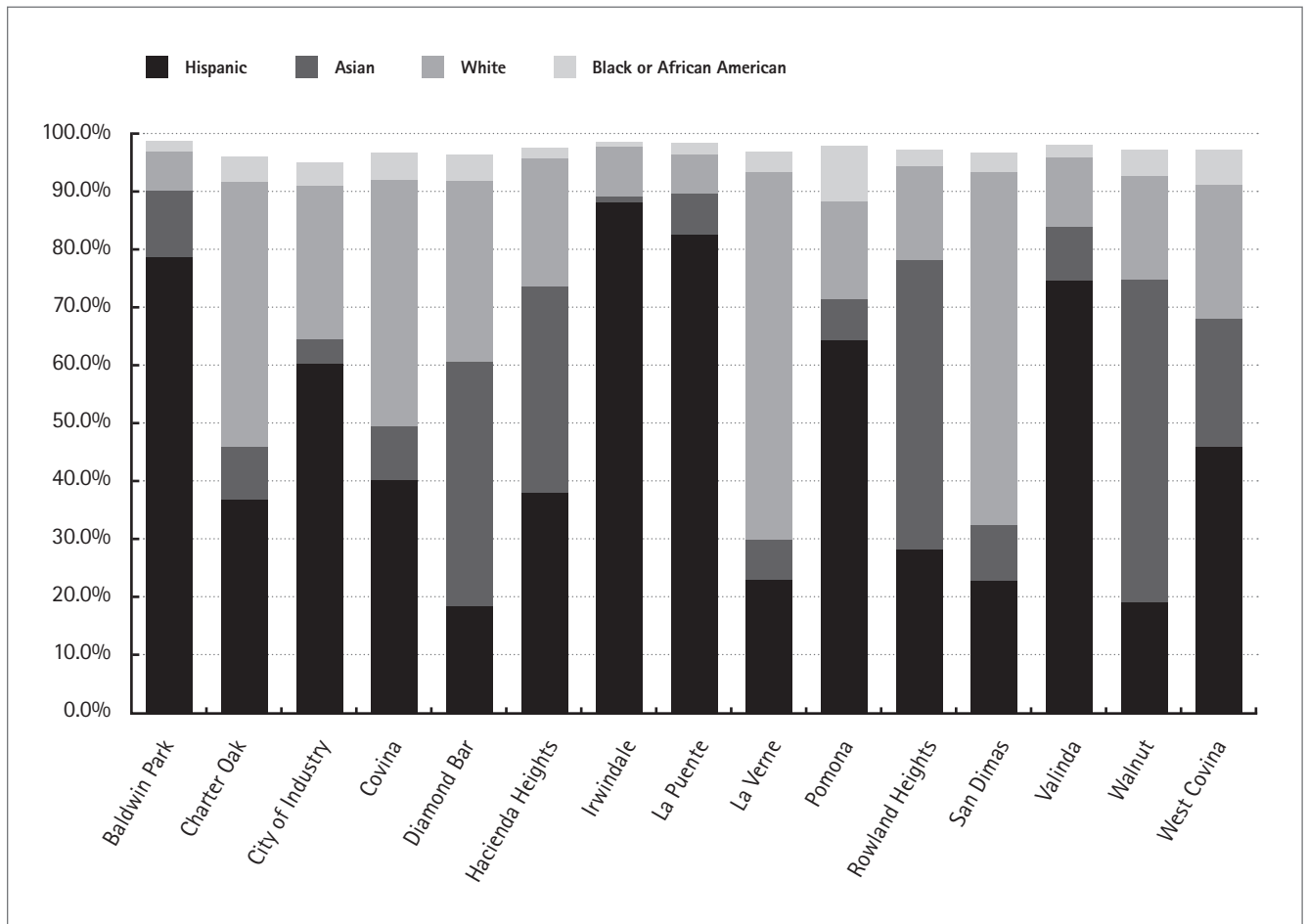
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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

identified: 1) implementation of a comprehensive data system, 2) infusion and assessment of SLGs through the SLO process, 3) increase in the consistency and effectiveness of communication, and 4) increase in major post-program outcomes for college and career. These four areas of need were adopted as Division action plan goals and incorporated into the Planning for Institutional Effectiveness (PIE) process, the program review process of the college. On April 30, 2009, WASC ASC officially granted Continuing Education a three year initial accreditation term, effective through June 2012. Prior to the end of the term date, Continuing Education will complete a self-study assessment of its adult education programs and will submit a written self-study report, including progress made in addressing the initial recommendations made by ACS (See *Continuing Education Application for Accreditation Study; Continuing Education—WASC Accreditation*).

## Demographic Information

The following information provides detailed demographics for the college. More information can be found at the Mt. SAC Fact Book. The Mt. SAC District is comprised of its cities that have differing profiles as outlined in the 2000 Census. The Hispanic or Latino group as well as the Asian and White groups are the most prevalent in the District.



> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



<b>Mt. SAC District Cities Geographic Area from Census 2000</b>	<b>Total Census 2000 Population</b>	<b>Hispanic or Latino (of any race)</b>	<b>% Hispanic or Latino (of any race)</b>
Baldwin Park	75,837	59,660	78.7%
Charter Oak	9,027	3,302	36.6%
City of Industry	777	468	60.2%
Covina	46,837	18,871	40.3%
Diamond Bar	56,287	10,393	18.5%
Hacienda Heights	53,122	20,320	38.3%
Irwindale	1,446	1,277	88.3%
La Puente	41,063	34,122	83.1%
La Verne	31,638	7,315	23.1%
Pomona	149,473	96,370	64.5%
Rowland Heights	48,553	13,748	23.3%
San Dimas	34,980	8,163	28.3%
Valinda	21,776	16,271	74.7%
Walnut	30,004	5,803	19.3%
West Covina	105,080	48,051	45.7%
<b>District Total</b>	<b>705,990</b>	<b>344,134</b>	<b>48.8%</b>

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

The enrollment of students at the college has shown some increases and decreases over the eight-year period

as outlined below. The college strives to provide many enrollment opportunities for its students.

**TABLE 1: UNDUPLICATED STUDENT COUNT (Credit and Noncredit Only)**

Academic Year	Year	Term	Credit	Noncredit	Unduplicated Total
2001–2002	69,914	Fall 2001	30,545	25,444	43,331
		Spring 2002	30,137	25,042	43,823
2002–2003	64,155	Fall 2002	28,613	22,480	39,780
		Spring 2003	27,513	21,492	38,536
2003–2004	58,315	Fall 2003	27,086	21,506	37,489
		Spring 2004	26,096	20,824	36,459
2004–2005	58,615	Fall 2004	26,530	20,237	36,797
		Spring 2005	25,509	20,288	36,455
2005–2006	58,947	Fall 2005	25,799	20,013	35,678
		Spring 2006	24,762	19,934	35,295
2006–2007	65,463	Fall 2006	27,417	19,853	37,003
		Spring 2007	26,032	19,799	36,009
2007–2008	72,336	Fall 2007	28,286	21,155	38,726
		Spring 2008	27,817	21,754	39,112
2008–2009	75,915	Fall 2008	30,508	23,195	41,206
		Spring 2009	30,122	23,504	41,208

Source: STM235B1 ICCIS, Unduplicated Student Count, Dec 8, 2009

In 2006–2007, the college switched to a 16-week calendar and included for the first time a six-week winter intersession.

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

The ethnic diversity of the students at Mt. SAC is outlined by the following data that indicates Hispanics, Asians, and Whites are the largest groups. There tends to

be slightly more females than males, and over the years, the percentage of Hispanic students has been increasing.

END-OF-TERM CREDIT ENROLLMENT DATA BY ETHNICITY AND GENDER FOR 2008-2009 YEAR*						
Ethnic Group Sub-Group	All Students		Male		Female	
American Indian/Alaskan Native	198	0.5%	98	0.2%	100	0.2%
Asian	683	1.7%	348	0.9%	333	0.8%
Chinese	3,974	9.8%	1,959	4.8%	2,011	5.0%
Asian Indian	401	1.0%	206	0.5%	195	0.5%
Japanese	366	0.9%	192	0.5%	173	0.4%
Korean	950	2.3%	499	1.2%	451	1.1%
Laotian	55	0.1%	24	0.1%	31	0.1%
Cambodian	142	0.4%	69	0.2%	73	0.2%
Vietnamese	747	1.8%	401	1.0%	345	0.9%
Other Asian	574	1.4%	276	0.7%	296	0.7%
<b>Asian</b>	<b>7,892</b>	<b>19.5%</b>	<b>3,974</b>	<b>9.8%</b>	<b>3,908</b>	<b>9.6%</b>
Black/African American (Non-Hispanic)	2,296	5.7%	1,120	2.8%	1,174	2.9%
Filipino	2,306	5.7%	1,203	3.0%	1,102	2.7%
Hispanic	2,607	6.4%	1,040	2.6%	1,564	3.9%
Mexican, Mexican-American, Chicano	11,976	29.6%	5,501	13.6%	6,461	15.9%
Central American	952	2.3%	444	1.1%	507	1.3%
South American	517	1.3%	216	0.5%	300	0.7%
Other Hispanic	1,703	4.2%	720	1.8%	980	2.4%
<b>Hispanic</b>	<b>17,755</b>	<b>43.8%</b>	<b>7,921</b>	<b>19.5%</b>	<b>9,812</b>	<b>24.2%</b>

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

END-OF-TERM CREDIT ENROLLMENT DATA BY ETHNICITY AND GENDER FOR  
2008-2009 YEAR\*

Ethnic Group Sub-Group	All Students		Male		Female	
Guamanian	19	0.0%	11	0.0%	8	0.0%
Hawaiian	60	0.1%	38	0.1%	22	0.1%
Samoan	66	0.2%	47	0.1%	19	0.0%
Other Pacific Islander	200	0.5%	119	0.3%	81	0.2%
<b>Pacific Islander</b>	<b>345</b>	<b>0.9%</b>	<b>215</b>	<b>0.5%</b>	<b>130</b>	<b>0.3%</b>
<b>White/Caucasian (Non-Hispanic)</b>	<b>6,789</b>	<b>16.8%</b>	<b>3,345</b>	<b>8.3%</b>	<b>3,435</b>	<b>8.5%</b>
Other Non-White	599	1.5%	270	0.7%	329	0.8%
Middle Eastern	151	0.4%	65	0.2%	86	0.2%
<b>Other (Non-White)</b>	<b>750</b>	<b>1.9%</b>	<b>335</b>	<b>0.8%</b>	<b>415</b>	<b>1.0%</b>
<b>Unknown/Non- Respondent/Decline to State</b>	<b>2,193</b>	<b>5.4%</b>	<b>832</b>	<b>2.1%</b>	<b>860</b>	<b>2.1%</b>
<b>Total Unduplicated Enrollment</b>	<b>40,524</b>	<b>100.0%</b>	<b>19,043</b>	<b>47.0%</b>	<b>20,936</b>	<b>51.7%</b>

*Please Note:* There are 545 unknown student genders.

Total Unduplicated CREDIT Enrollment is 40,524 (19,043 males + 20,936 females + 545 unknown genders).

\* *Note:* Year terms is from Summer 2008 to Spring 2009

Students who attend Mt. SAC take placement tests for English writing, reading, and mathematics (See *Assessment of Students' Placement Levels*). Over the years, the college has monitored how well the students are doing on the tests and has evaluated the tests

for disproportionate impact. Most students are below college-level on English writing and mathematics. The college offers many programs and services to help students improve their skills while they are taking the required classes for these courses.

SUMMARY OF STUDENT ELIGIBILITY						
July 1–June 30	2005–2006		2006–2007		2007–2008	
<b>MATH</b>						
<b>Mt. SAC Math Placement Test</b>						
LERN 48	772	11%	795	10%	865	10%
LERN 49	3,442	49%	3,988	48%	4,394	49%
Math 50	2,178	31%	2,658	32%	2,818	32%
Math 51	665	9%	803	10%	823	9%
<b>Total</b>	<b>7,057</b>		<b>8,244</b>		<b>8,900</b>	
<b>Intermediate Algebra Placement Test</b>						
Not Qualify	2,154	57%	2,401	56%	2,773	58%
Math 61, 71	1,598	43%	1,869	44%	2,020	42%
<b>Total</b>	<b>3,752</b>		<b>4,270</b>		<b>4,793</b>	
<b>College Level Math Placement Test</b>						
Not Qualify	759	36%	888	37%	1,118	42%
Math 100, 110, 120, 130, 150, 160	1,326	64%	1,503	63%	1,550	58%
<b>Total</b>	<b>2,085</b>		<b>2,391</b>		<b>2,668</b>	
<b>Calculus Placement Test</b>						
Not Qualify	34	10%	64	15%	33	9%
Math 140	37	11%	35	8%	24	6%
Math 140, 180	262	79%	331	77%	324	85%
<b>Total</b>	<b>333</b>		<b>430</b>		<b>381</b>	

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## SUMMARY OF STUDENT ELIGIBILITY

July 1–June 30	2005–2006		2006–2007		2007–2008	
<b>ENGLISH</b>						
ESL	86	0.7%	108	0.8%	82	0.5%
AmLa 41W	215	2%	293	2%	326	2%
AmLa 42W	559	5%	694	5%	697	5%
AmLa 43W	416	3%	357	3%	267	2%
LERN 81	1,380	11%	2,025	14%	2,182	14%
English 67	5,440	45%	6,548	46%	7,507	50%
English 68	3,397	28%	3,542	25%	3,629	24%
English 1A	556	5%	571	4%	428	3%
<b>Total</b>	<b>12,049</b>		<b>14,138</b>		<b>15,118</b>	
<b>READING (DRP)</b>						
READ 70	271	3%	286	3%	209	2%
READ 80	1,801	19%	2,075	20%	1,625	17%
READ 90	3,373	36%	3,834	36%	3,179	34%
READ 100	3,924	42%	4,419	42%	4,417	47%
<b>Total</b>	<b>9,369</b>		<b>10,614</b>		<b>9,430</b>	
<b>READING (COMPASS/ESL)</b>						
ESL					8	3%
AmLa 31R					59	24%
AmLa 32R	N/A		N/A		63	26%
AmLa 33R					95	39%
Recommend DRP					20	8%
<b>Total</b>					<b>245</b>	
<i>Source: Assessment &amp; Matriculation</i>						

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

There are numerous data sources and issues to consider when examining students' training needs. If the college is basing the training needs on external conditions beyond its control, then programs examine labor market information (LMI) (See *Labor Market Information—Employment Development Dept, Centers of Excellence*).

When a new program is developed, faculty must present LMI data from these types of sources to justify its approval. A new program for Building Automation is up for approval February 18, 2010. As it is a new occupation within the "sustainable/green" category, LMI does not exist. As a result, the program has to show demand based on actual job openings (Monster.com, hvacjobs.com, etc.) in addition to letters from local employers stating that if a program is developed, they would hire people.

Perkins Core Indicator Data should indicate if a program is swollen with course work. High enrollment and persistence but low certificate rates indicate students are achieving their training needs before completing the program.

Advisory Committees play a vital role. They ensure programs reflect the needs and current conditions of the workplace. Advisories also help assess if graduates are capable of performing the occupations for which they have trained. If programs don't meet these criteria, they should be modified to meet the needs of industry (See *Advisory Committee Handbook*).

It is clear from the headcount tables that Mt. SAC has increased the number of employees in most employee categories.

<b>MT. SAN ANTONIO COLLEGE FULL-TIME EMPLOYEES</b>			
	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
Educational Administrator	31	34	31
Tenured/Tenure Track	382	402	409
Academic Temporary	833	902	921
Classified Administrator	32	30	34
Classified Support	533	549	564
<b>Total</b>	<b>1,811</b>	<b>1,917</b>	<b>1,959</b>
<i>Source: Chancellor's Office Data Mart Employee Headcount</i>			

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

**MT. SAN ANTONIO COLLEGE  
FULL-TIME EMPLOYEES**

<b>Exec/Admin/Management</b>	<b>Fall 2006</b>	<b>Fall 2008</b>
Asian	6.45%	6.45%
Black	6.45%	12.90%
Filipino	0.00%	0.00%
Hispanic	25.81%	19.35%
Native American	0.00%	0.00%
Pacific Islander	0.00%	0.00%
White	61.29%	61.29%
Unknown	0.00%	0.00%
Other Non-White	0.00%	0.00%
	<b>100.00%</b>	<b>99.99%</b>
Female	18	16
Male	13	15
District-Wide Headcount	31	31
<b>Tenured/Tenure Track</b>	<b>Fall 2006</b>	<b>Fall 2008</b>
Asian	8.64%	9.54%
Black	5.24%	5.13%
Filipino	1.05%	1.47%
Hispanic	12.83%	14.43%
Native American	0.52%	0.49%
Pacific Islander	0.52%	0.73%
White	71.20%	68.22%
Unknown	0.00%	0.00%
Other Non-White	0.00%	0.00%
	<b>100.00%</b>	<b>100.01%</b>
Female	192	213
Male	190	196
District-Wide-Headcount	382	409

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



**MT. SAN ANTONIO COLLEGE  
FULL-TIME EMPLOYEES**

<b>Academic Temporary</b>	<b>Fall 2006</b>	<b>Fall 2008</b>
Asian	14.89%	14.98%
Black	5.28%	4.99%
Filipino	2.88%	2.71%
Hispanic	12.97%	15.20%
Native American	1.20%	0.76%
Pacific Islander	0.36%	0.87%
White	62.42%	60.15%
Unknown	0.00%	0.33%
Other Non-White	0.00%	0.00%
	<b>100.00%</b>	<b>99.99%</b>
Female	427	485
Male	406	436
District-Wide Headcount	833	921
<b>Classified Administrator</b>	<b>Fall 2006</b>	<b>Fall 2008</b>
Asian	0.00%	0.00%
Black	6.25%	11.76%
Filipino	0.00%	0.00%
Hispanic	25.00%	20.59%
Native American	6.25%	0.00%
Pacific Islander	0.00%	0.00%
White	62.50%	67.65%
Unknown	0.00%	0.00%
Other Non-White	0.00%	0.00%
	<b>100.00%</b>	<b>100.00%</b>
Female	17	21
Male	15	13
District-Wide-Headcount	32	34

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

MT. SAN ANTONIO COLLEGE FULL-TIME EMPLOYEES		
Classified Support	Fall 2006	Fall 2008
Asian	7.88%	9.04%
Black	6.57%	6.21%
Filipino	4.13%	4.43%
Hispanic	37.90%	38.30%
Native American	1.50%	1.42%
Pacific Islander	0.19%	0.35%
White	41.65%	40.25%
Unknown	0.00%	0.00%
Other Non-White	0.19%	0.00%
	100.01%	100.00%
Female	310	325
Male	223	239
District-Wide-Headcount	533	564
<i>Source: Chancellor's Office Data Mart Ethnicity/Gender</i>		

## Action Plan Accomplishments

In Mt. SAC's 2004 Self-Study, several Action Plans were developed. Most of these plans were achieved prior to the submission of the 2007 Midterm Report, and, as such, those achievements are documented in the Midterm Report (See *Midterm Report*). Additional Action Plans that have been accomplished since the submission of the Midterm Report are outlined below, and they complete the achievements that were planned in 2004.

### Standard I

In spring 2007, the Academic Senate created a new Council and Committee Reporting Structure. This structure was revised in fall 2008. Mt. SAC has one of the largest, most active Academic Senates in the

state. Based on Board Policy 3255, the Senate has been empowered to make careful and considerate decisions regarding issues of curriculum, degree and certificate requirements, grading, education program development, student preparation and success, and faculty professional development (See *Board Policies—BP 3255*). Therefore, an efficient, organized, and complete dissemination of information regarding these issues is certainly in order. All Senate committees report to one of three Senate councils: 1) Curriculum and Instruction Council (C&I) (co-chaired by the Vice President of Instruction (VPI) and deals with all academic affair policies), 2) Student Preparation and Success Council (SP&S) (co-chaired by the Vice President of Student Services (VPSS)) and deals with all Student Services policies), and 3) Academic Mutual Agreement Council (AMAC) (comprised of the VPI, VPSS, and the President

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and Vice President of the Academic Senate) (See *Committees and Councils*). The administrative co-chairs are included in the dialogue of Senate issues and are able to be proactive regarding recommendations made by the Senate. These councils forward their recommendations to the full Senate. The reporting structure allows for an approval process for the Academic Senate so that the Senate is both informed of committee and council recommendations and is given the opportunity to discuss, to remand, or to disapprove such recommendations. Once recommendations are made by the full Senate, they are taken to AMAC for implementation (on issues for which the faculty are primarily relied upon) or discussion/agreement for issues that require mutual agreement. Given that the policy issues are typically covered in SP&S or C&I, the structure allows for a complete feedback loop with the administration. Administrators are included early in the discussion, and then when the recommendations are made by the faculty, the administrators have a greater understanding of the faculty perspective and have had the opportunity to consider all implications of the recommendations before implementation.

In July 2006, upon approval by the Board of Trustees, the college began its transition to Banner EAS (See *Banner*; *Banner—Adding Students June 2009*; *Banner—Go Live May 2009*; *Banner—Student Parking June 2009*; *Banner—Summer Session Add Deadline Conflict*; *Banner—Update December 2007*; *Banner Steering Committee*). This system, along with Sungard's Luminis Portal product, allows for easier access to various types of announcements and documents. In order to communicate the changes that would come about due to this transition, the office of Professional and Organization Development (POD) scheduled numerous training sessions for faculty and staff at the institution. As of October 2009, 143 sessions of Banner General Navigation Training, 33 sessions of Banner Requisition Training, and 15 sessions of Banner approver training have been offered.

### *Standard II*

The New Faculty Seminar (NFS) exists as a venue for new faculty to learn about the college and its

processes, including the processes for which faculty are responsible. Two weaknesses that were pointed out in the Midterm Report were that the NFS did not include a session on using student and peer evaluations for improvement nor did it include a presentation by the Curriculum Liaison. In the 2008 to 2009 NSF, both of these presentations were included. The results of these inclusions were positive, and these sessions are now a permanent part of the NFS (See *New Faculty Seminar*).

The college mission was revised in 2008. The President's Advisory Council (PAC), which is composed of members from all college constituencies, is the group responsible for gathering input and reviewing and revising the college mission (See *President's Advisory Council*). Used in the revision of the mission were several sources of input, including results from several focus groups conducted by the Director of Research and Institutional Effectiveness in 2006 to 2007.

### *Standard III*

All of the college's Administrative Procedures have been posted online and are available for public view (See *Administrative Procedures*).

The State Chancellor's Office directed districts to begin work on the development of a revised EEO Plan pursuant to title 5 section 5503. The Chancellor's Office also advised districts that the availability data that is used in conjunction with the development of the district EEO Plan is aged and in some cases unavailable. They believe the use of such old data is problematic and have decided to wait until there is more current and updated availability data before districts are required to submit the Plan. However, to date, the Chancellor's Office has not been able to provide colleges with such updated data. In the meantime, districts have been asked to work on those parts of the district's EEO Plan that are not dependent upon the use of the availability data. The parts of the EEO Plan that Mt. SAC can be working on include title 5 section 53003(c) (1)-(6) and (10) or Model EEO Components numbers 1-10, 14, and 16 of the district's EEO Plan. The Chancellor's Office has not set a date when the revised EEO Plan needs to be completed but suggests it will be within the next

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year. The Chancellor's Office has provided the field with a revised model EEO PLAN for districts to follow when preparing their Plan. Mt. SAC convened the Campus Equity and Diversity Committee in the spring 2010 semester to begin work on the development of the college EEO PLAN (See *Campus Equity and Diversity Committee*). Per the adopted college governance committee structure, the Committee will be chaired by a faculty member selected by the Academic Senate. The Director of Personnel will represent the Human Resources Department on the Committee.

The college has continued to offer training for the Banner purchase requisition system. As of October 2009, 33 of these training sessions have been scheduled and completed by the office of Professional and Organizational Development (See *Professional and Organizational Development; Professional and Organizational Development Schedule of Classes*).

#### *Standard IV*

In spring 2008, 250 college employees (10%) completed a participatory governance survey. Governance is defined as the right to participate in college decision making largely through committees and councils that make recommendations to the college president and Board. More than 80% of employees who responded (mostly full-time employees) were interested in participating in decision making (See *Participatory Governance Survey 2008*).

The results indicated that, generally, there was a sense that the college was doing a good job at governance issues. In particular:

- While some employees said that they would be involved more if they had more time, if their workload were less, and if they were encouraged to participate, others felt that they should take some responsibility of their own to connect with and follow-up on governance matters.
- Employees felt that every voice matters and should be recognized in some way. Classified and part-time employees were feeling less valued and involved in governance than the other groups. These results

are similar to those found in a similar survey from 2004.

- Employees understand the impossibility of making every decision based on participatory governance; instead, they would like to see transparent decision making.
- When comparing the 2008 results to the 2004 results, overall responding employees believe the college is doing a better job in almost all areas, but there is always room for improvement as most of the measures on the 2008 survey are around 50%:
  - > Employees believe communication is improving.
  - > Employees believe that they are receiving more information about Education Code changes and issues the college President and Board of Trustees are addressing.
  - > Employees believe that there is less information about issues from the participatory governance representatives now than they received in 2004.
  - > Employees believe there are more opportunities for providing input.
  - > Employees believe that there are more opportunities to be informed about decisions being made by the Board of Trustees.
  - > Employees believe the college President is doing a good job of informing them about decisions.

In fall 2009, most of the governance questions were added to the OSS Employee Survey (See *Participatory Governance Survey 2009; Employee Survey 2009*). This process allowed more employees to complete the governance questions, as this survey tends to have over 700 respondents; however, merging the two surveys meant that some of the governance questions needed to be re-worded and some of the response choices changed. Thus, comparing the 2008 to the 2009 results is not always valid. Although the 2009 results are documented below along with the 2008 results, when appropriate, doing a comparison from one year to the next for policy or decision-making purposes is discouraged. A simple review of the trends should be done with caution. Only those questions with a "\*" beside them can be compared. The next OSS Employee Survey should again include these "over the past year" questions to allow for proper comparisons.

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Examining the 2009 governance results indicate areas for improvement such as there is still a need for the representatives to provide feedback to their constituents, employees did not feel they had a say in decisions that impacted the college, and they were

unsure of their role in the participatory governance process. The amount of information provided by the College President and the Board of Trustees was favorable.

Item Detail Categorized by Scale	Percent Favorable	
	2009	2008
<b>Over the Past Year (overall average favorable response)</b>	<b>45%</b>	
Over the past year, I was content with the amount of information I received on the major issues being addressed by the College President. <i>(Note: In 2008, the word "College" was not present)</i>	75%	49%
Over the past year, I was content with the amount of information I received on the major issues being addressed by the Board of Trustees.	54%	58%
Over the past year, I was content with the amount of information I received on the Budget decisions that directly affected my work area.	55%	N/A
*Over the past year, I had a say in decisions that impacted student learning.	41%	45%
Over the past year, I was comfortable with my level of involvement in decisions that impacted student learning.	50%	N/A
Over the past year, I was informed about decisions made by the College President that affected my work. <i>(Note: In 2008, the word "College" was not present)</i>	64%	60%
*Over the past year, I was informed about decisions made by the Board of Trustees that affected my work.	49%	42%
*Over the past year, I felt free to disagree with comments or actions made by my participatory governance representative(s).	40%	53%
*Over the past year, I had a say in decisions that impacted the College.	28%	40%
*Over the past year, the Academic Senate had primary responsibility for decisions that impacted student learning.	32%	51%
*Over the past year, I knew my role in the participatory governance process.	35%	40%
Over the past year, I was content with the amount of information I receive about the mission and goals of my participatory governance area (faculty, mgmt., classified).	49%	60%

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Item Detail Categorized by Scale	Percent Favorable	
	2009	2008
Over the past year, I was content with the amount of information I receive about the communications with my participatory governance representative(s).	45%	60%
Over the past year, I was content with the amount of information I receive about the results of the participatory governance committees'/ councils' self-evaluations.	34%	57%
Over the past year, I was content with the amount of information I receive about the changes in Educational Code or Law that affect my job.	32%	44%
Over the past year, I was content with the amount of information I receive about the major issues currently being addressed by participatory governance representatives.	39%	35%
* Indicates results are comparable by year		

## Student Achievement Data

The students' course retention and success rates indicate a steady, slightly upward overall progression. With a retention rate of about 83% and a success rate of 66%, Mt. SAC's students are achieving good academic standing overall. A review of the rates by ethnicity, however, reveals a disparity. The Asian and White Non-Hispanics tend to have higher rates than the American Indian/Alaskan Native, African-American, and Hispanic. These differences have also been noted in many other reports across campus such as the Student Equity Plan and the Equity for All report (See *Student Equity Plan 2005*; *Student Equity Plan (being updated)*; *Equity for All*).

Ethnicity by Retention (%)	Fall 2006	Fall 2007	Fall 2008
African-American	79.29	77.90	79.64
American Indian/ Alaskan Native	76.76	77.72	80.28
Asian	84.29	84.70	85.74
Filipino	83.48	84.63	84.87
Hispanic	80.58	80.92	81.56
Other Non-White	80.66	80.09	83.02
Pacific Islander	82.33	82.87	83.02
Unknown	82.71	81.96	83.61
White Non-Hispanic	83.76	83.82	85.05
<b>Average</b>	<b>82.02</b>	<b>82.25</b>	<b>83.17</b>
Source: Chancellor's Office Data Mart			

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Ethnicity by Success (%)	Fall 2006	Fall 2007	Fall 2008
African-American	57.03	55.72	57.74
American Indian/ Alaskan Native	55.88	57.25	59.17
Asian	72.19	72.28	73.61
Filipino	67.81	68.36	69.52
Hispanic	59.09	60.10	61.55
Other Non-White	64.18	63.94	66.03
Pacific Islander	62.08	65.75	63.92
Unknown	64.29	64.34	68.63
White Non-Hispanic	69.51	69.10	70.90
<b>Average</b>	<b>64.25</b>	<b>64.61</b>	<b>66.11</b>
Source: Chancellor's Office Data Mart			

Transfer and completion rates are based on the Student-Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542) (See *Student Right to Know*). This information is available in the College Schedule of Classes and the Research and Institutional Effectiveness web page has a link to the website for all college's SRTK data (See *Research and Institutional Effectiveness*). Each year represents a cohort or group of students who are followed forward in time based on them being all certificate-, degree-, and transfer-seeking first-time, full-time students. They were tracked for three-years. The STRK data merely represents one way of calculating a rate for each measure.

The completion students are those who attained a certificate or degree or became 'transfer prepared' (i.e., 60 transferable units with the GPA of 2.0 or higher) during a three year period. Those students who during the next five main semesters transfer without earning a degree, certificate, or becoming 'transfer-prepared' are considered the transfer students.

STUDENT-RIGHT-TO-KNOW MT. SAN ANTONIO COLLEGE		
Cohort	Transfer Rate	Completion Rate
Fall 2000	21.4%	38.0%
Fall 2001	20.2%	38.6%
Fall 2002	28.7%	38.6%
Fall 2003	16.9%	41.2%
Fall 2004	22.6%	28.4%
Fall 2005	16.8%	26.6%
Source: Student-Right-To-Know		

Rather than examining rates of transfer, the college also examines the actual number of transfers to the University of California (UC) and California State University (CSU) systems. Based on this data, the college examines the number transferring and plans its transfer activities accordingly. It is clear that the number of students transferring to public universities in California has been around 1500 each year—a positive achievement for the college's students.

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

**MT. SAN ANTONIO COLLEGE TRANSFERS TO CAMPUSES OF THE UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY**

<b>Four-Year Institution</b>	<b>2003–2004</b>	<b>2004–2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>
University of California, Berkeley	32	32	38	32	44	33
University of California, Davis	3	6	5	5	5	8
University of California, Irvine	56	69	50	70	66	66
University of California, Los Angeles	99	114	108	109	91	90
University of California, Merced	N/A	N/A	3	1	0	5
University of California, Riverside	49	52	55	41	39	54
University of California, San Diego	42	26	34	40	32	63
University of California, Santa Barbara	14	12	10	21	10	13
University of California, Santa Cruz	7	5	10	7	3	0
<b>University of California Total</b>	<b>302</b>	<b>316</b>	<b>313</b>	<b>326</b>	<b>290</b>	<b>332</b>
California Polytechnic State University, San Luis Obispo	5	5	5	8	3	4
California Polytechnic State University, Pomona	380	449	475	458	459	471
California State University, Bakersfield	2	1	0	1	2	2
California State University, Channel Islands	4	1	0	4	2	1
California State University, Chico	4	0	2	3	2	2
California State University, Dominguez Hills	24	10	15	13	13	19
California State University, East Bay	2	3	0	6	3	0
California State University, Fresno	4	5	0	4	7	5

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



**MT. SAN ANTONIO COLLEGE TRANSFERS TO CAMPUSES OF THE UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY**

<b>Four-Year Institution</b>	<b>2003–2004</b>	<b>2004–2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>
California State University, Fullerton	371	453	371	418	389	405
California State University, Long Beach	69	67	41	77	80	66
California State University, Los Angeles	162	145	120	112	139	144
California State University, Monterey Bay	2	2	4	1	1	5
California State University, Northridge	21	27	37	41	24	26
California State University, Sacramento	4	2	2	3	3	4
California State University, San Bernardino	58	73	79	61	76	67
California State University, San Marcos	4	1	1	4	2	2
California State University, Stanislaus	2	2	2	0	2	1
Humboldt State University	5	8	8	5	3	5
San Diego State University	14	11	21	15	27	13
San Francisco State University	13	5	7	22	20	11
San José State University	8	2	3	6	9	5
Sonoma State University	1	2	1	2	1	0
<b>California State University Total</b>	<b>1,159</b>	<b>1,274</b>	<b>1,194</b>	<b>1,264</b>	<b>1,267</b>	<b>1,258</b>
<b>Grand Total</b>	<b>1,461</b>	<b>1,590</b>	<b>1,507</b>	<b>1,590</b>	<b>1,557</b>	<b>1,590</b>

Source: California Postsecondary Education Commission

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Another way to examine awards is to review the number of students who qualified for and received an award. The following indicates that the college has about the same number of students receiving Associate's degrees over a three-year period. Students receiving certificates is high during two fiscal years because the college initiated an auto-issuance of certificates during those years.

DEGREES AND CERTIFICATES MT. SAN ANTONIO COLLEGE			
	2006– 2007	2007– 2008	2008– 2009
Associate in Arts	1,574	1,582	1,467
Associate in Science	643	615	645
Certificates	3,505	684	2,994
<b>Total</b>	<b>5,722</b>	<b>2,881</b>	<b>5,106</b>
<i>Source: ICCIS STS895 09/17/2009 (note: duplicate students)</i>			

The job placement of the college's graduates indicates that, overall, a high percent are employed after graduating, and over 50% indicate that their employment is related to their award from Mt. SAC.

JOB PLACEMENT MT. SAN ANTONIO COLLEGE		
Graduation Year	Employed	Job Related to Award
1998 (AA, AS, CC)	57.0%	53.0%
2002 (AA, AS, CC)	78.1%	58.0%
2003 (AS, CC)	80.7%	51.8%
2005–2006 (AS, CC)	84.2%	61.7%
2007–2008 (CTE)	80.2%	80.9%*
<i>Source: Alumni Surveys</i> AA = Associate in Arts • AS = Associate in Science		
CC = Certificate • CTE = Career and Technical Education		
* Only those who obtained a job after starting the CTE program		

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

The college also tracks its external licensure examinations of its students. The following indicates that the pass rate of the college's graduates is exceptional. The programs maintain a high-level of awareness of these figures and implement changes as needed to help students achieve improved outcomes.

Name of Program	Licensure Exam Pass Rate 2008 to 2009
Psychiatric Technician	83%
Emergency Medical Services	100%
Aircraft Maintenance	100%
Respiratory Therapy	100%
Nursing	95.83%
Histotechnology	93%
<i>Source: Departments' records</i>	

The persistence rates of students enrolling in the fall semester and returning during the next fall semester indicate that full-time students have a higher rate of persistence than part-time students. The trend seems to be somewhat stable at 75% for full-time students and 54% for part-timers.

When examining persistence data from the ARCC/AB1417 2010 report, it is clear that persistence is measured as follows:

- Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The results indicate a similar pattern of persistence from fall-to-fall of about 77%.

## PERSISTENCE RATES MT. SAN ANTONIO COLLEGE

Students' Persistence		
Cohort	Full-Time	Part-Time
Fall 2004	75%	55%
Fall 2005	75%	55%
Fall 2006	71%	55%
Fall 2007	74%	51%
Fall 2008	75%	54%
<i>Source: IPEDS</i>		
Cohort	First-Time, 6 Units	
Fall 2005	77.2%	
Fall 2006	76.8%	
Fall 2007	77.7%	
<i>Source: ARCC/AB1417 2010</i>		

The course completion rates (i.e., staying until the end of the course and obtaining a grade of A, B, C or Credit) for the college's vocational courses indicates a somewhat level number of around 74%. The completion rate for basic skills courses has improved slightly over the three years.

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

COURSE COMPLETION MT. SAN ANTONIO COLLEGE			
	2006–2007	2007–2008	2008–2009
Annual Successful Course Completion Rate for Vocational Courses	74.0%	73.3%	75.6%
Annual Successful Course Completion Rate for Basic Skills Courses	57.8%	59.6%	61.5%
<i>Source: ARCC/AB1417 2010</i>			

## Program Review and Planning—Sustainable Continuous Quality Improvement

The following represents a narrative description of the processes and evidence that address the ACCJC Rubric for Program Review and Planning and how Mt. SAC believes it is meeting the rubric criteria. Throughout this section, there are numerous quotes. Each quote represents one of the criteria in the ACCJC Rubric. Using this narrative approach, the college is attempting to show exactly which component of the rubric it is addressing, providing evidence to support its assertion.

Mt. SAC is at the Sustainable Continuous Quality Improvement (SCQI) level of the ACCJC Rubric for Evaluating Institutional Effectiveness in both Program Review and in Planning. As articulated in the rubric, Mt. SAC's "program review processes are ongoing, systematic, and used to assess and improve student learning and achievement," and it "uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning" (See *Planning for Institutional Effectiveness (PIE); PIE documents (archive); PIE documents (current)*). All departments within all teams (i.e., academic and services) conduct an annual program review. Then, all teams create summaries of goal accomplishment and goal setting conducted within their departments. The Institutional Effectiveness Committee (IEC) determines standard data

reports to support effective planning and evaluation of activities at the academic department level (See *Institutional Effectiveness Committee—Purpose and Function*). All academic and student services departments annually report on the development and assessment of student learning outcomes and provide "key examples where assessment of course-level student learning outcomes (SLOs) . . . has led to the implementation of specific changes or produced measurable improvements in courses/programs" (See *PIE documents (current)—section V.4; PIE documents (archive)*). Ongoing goals of the college directly support improvement of student learning and achievement through the development and support of exemplary programs (College Goal 2), through the utilization and support of appropriate technology to enhance educational programs and services (College Goal 5), and through adequate support of basic skills development (College Goal 10) (See *College Goals and Strategic Objectives*). More details on the PIE process and its evaluation can be found in the article Institutional Effectiveness Committee's (IEC) Current Planning Model (See *Planning for Excellence Newsletters—April 2009*). In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

In addition, as articulated in the ACCJC rubric, Mt. SAC "reviews and refines its program review processes to improve institutional effectiveness," and it has an "ongoing review and adaptation of evaluation and planning processes." A primary goal of the PIE process is to align the work and goal setting of individual departments to institutional mission and goals in an effort to strengthen institutional effectiveness. Strategic objectives were developed and added to the program to allow targeted focus areas that allow for data-based monitoring of improvement in institutional effectiveness. The IEC annually recommends systematic mechanisms to assess the institution's progress towards meeting its goal (See *Institutional Effectiveness Committee—Purpose and Function; PIE Documents (archive); PIE documents (current); Planning for Excellence Newsletters—April 2009*). Also, the IEC annually reviews the feedback provided by individuals across campus with suggestions for ways to improve the process of annual program review. Such feedback has led to the following improvements: adoption of the TracDat software that makes possible electronic submission and review of unit level PIE documents, inclusive of all SLO work with an historical record of assessment findings and use of results to improve program functioning, and establishment of team-level summaries and team goals that allow for greater coordination of effort and departments in teams with a link to college goals and the documentation of trends influencing planning processes.

Also, as articulated in the rubric, Mt. SAC uses the results of program review "to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning," and it has a "consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes" (See *PIE Documents (archive)*). Academic and student services departments report on improvements made annually to refine and improve program practices that will directly support student achievement and learning. Career and Technical Education programs report on student

success rates and changes made to improve student success. The assessment of SLOs at the course and program level allow for changes to be made to improve student achievement and learning. Also, facilities and educational technology improvements that support more effective student learning are reported systematically and are found within the Facilities Master Plan, the 5-year facilities plan, and the 10-year facilities plan.

Finally, as articulated in the rubric, at Mt. SAC "there is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; and data analyses are widely distributed and used throughout the institution." Through team and department meetings to discuss PIE, as well as other ongoing planning efforts, the college uses data both to provide an initial perspective of the situation (e.g., enrollment reports, fill rates) as well as to provide a current view of the situation (e.g., assessment of student learning outcomes). It is through this compilation of data usage that the departments and teams formulate a well-rounded perspective of the situation and make data-driven decisions for resources (monetary and non-monetary) (See *PIE Documents (archive)*). The PIE process is a good example of this documented, cyclical, ongoing, robust, and pervasive process that is evaluated by IEC each year and is improved as needed. The use of data is most pervasive in the PIE process. As part of the Academic Senate's Resolution on Transparency (See *Academic Senate Resolutions—2009-02*) in fall 2009, for the first time, the college released, via the Luminis portal, a student and employee password protected area, including all SLO and general education outcomes (GEO) work that was done in 2008 to 2009. It is through this release of and transparency of assessment that the college continues to support and encourage dialogue both within and between departments on SLO and GEO matters with the goal to allow opportunities for self-reflective and collegial discussion about how to improve teaching and learning. Further evidence of the college's support for data analysis is its adoption of 2009 to 2010 to be "The Year of Improving Student Success Through the Use of Data" (or "Y I Use Data") (See *Year of Improving Student Success Through the Use of Data*

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2009-10 ("Y I Use Data"). President's Advisory Council (PAC), a participatory governance committee, accepted IEC's recommendation that the year be proclaimed "Y I use Data" because of the direct connection between data and data-driven decision-making leading to quality improvement. The previous year's theme was the "Year of Developmental Education".

## Student Learning Outcomes and General Education Outcomes

The following represents a narrative description of the processes and evidence that address the ACCJC Rubric for student learning outcomes (SLOs) and how Mt. SAC believes it is meeting the rubric criteria. Throughout this section, there are numerous quotes. Each quote represents one of the criteria in the ACCJC Rubric. Using this narrative approach the college is attempting to show exactly which component of the rubric it is addressing and provides evidence to support its assertion.

Mt. SAC is at the beginning stages of the Sustainable Continuous Quality Improvement (SCQI) level of the ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. Mt. SAC's Academic Senate "has established an institutional framework for the definition of student learning outcomes [and a plan for developing and assessing learning outcomes that includes] a timeline" (See *Course Level Student Learning Outcomes Plan; Course Level Student Learning Outcomes Plan 2008—Addendum; General Education Outcomes at Mt. SAC: Plan 2009-2012*). As part of this institutional framework, it "has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes" (See *Student Learning Outcomes newsletters, progress reports, and white papers; Institutional Effectiveness Committee; Planning for Excellence Newsletters—March and April 2009*). At Mt. SAC, "existing organizational structures (e.g., Academic Senate; Curriculum and Instruction Council) are supporting strategies for student learning outcomes definition and assessment." Thus, "leadership groups (e.g., Academic Senate and administration) have

accepted responsibility for student learning outcomes implementation." At Mt. SAC, the Academic Senate, the Faculty Association, the Curriculum and Instruction Council, the Outcomes Committee (merger of the Student Learning Outcomes Committee and the General Education Outcomes Committee), the Institutional Effectiveness Committee, and the President's Advisory Council are supporting strategies for student learning outcome development and assessment (See *Outcomes Committee; Student Learning Outcomes Committee; General Education Outcomes Committee; Institutional Effectiveness Committee*). Both the Academic Senate and the administration accept the responsibility of student learning outcome implementation. The Academic Senate has been a main component in the development of the Course Level Student Learning Outcomes Plan and the GEO Plan through the appointment of faculty as the coordinators and the appointment of faculty to the Outcomes Committee (See *Course Level Student Learning Outcomes Plan; GEO Plan 2009-2012*).

At Mt. SAC, "student learning outcomes and authentic assessment are in place for courses, programs and degrees." "Appropriate resources are being allocated to support [these] outcomes and assessment." Mt. SAC has supported the work that faculty have been doing on student learning outcome development and assessment with 2009 to 2010 reassigned time for coordinators for Student Learning Outcomes (60%) and General Education Outcomes (40%).

The faculty and staff at Mt. SAC "are fully engaged in student learning outcomes development." The college measured how well it did relative to its goal as outlined in the plans (See *Student Learning Outcomes newsletters, progress reports, and white papers*). For example, in December 2009, 100% of active courses were to have developed at least two SLOs with means of assessment and criteria for success compared to August 2008 when only around 25% of courses had developed SLOs with means of assessment and criteria for success. This large increase is due in large part to the effort of the entire faculty, the staff, and the administrators on campus. Mt. SAC could not

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have reached this goal without everyone on campus doing his/her part. The college also had a goal that by December 2009, 100% of active courses have at least two SLOs with means of assessment and criteria for success and that by December 2012, 100% of courses, degrees and certificates will have gone through the evaluation cycle including Use of Results, thus closing the loop (See *Course Level Student Learning Outcomes Plan; Course Level Student Learning Outcomes Plan*).

The "results of assessment are being used for improvement and further alignment of institution-wide practices." Throughout the assessment cycle, faculty in departments are using the results of assessment to improve their courses. This dialogue occurs in department meetings, division meetings, and at the Academic Senate. Faculty are involved in the process of assessing their SLOs, evaluating the assessment tools and using the results of the assessment to review their curriculum and make changes in the curriculum, if needed (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

The college engages in "widespread institutional dialogue about the results." The college engages in widespread institutional dialogue about SLOs, their assessment and the results of the assessment in various venues. The Spotlight monthly newsletter informs the campus of the progress including successes and failures for at least one department, division, or area on campus each month (See *Student Learning Outcomes newsletters, progress reports, and white papers*). The SLO Coordinator and the GEO Coordinator report and dialogue regularly to the Curriculum and Instruction Council, who in turn then reports and dialogues with the Academic Senate (See *Curriculum and Instruction Council—minutes; Academic Senate—minutes*). The SLO Coordinator and the GEO Coordinator also report to the Academic Senate, departments, and divisions on a regular basis. Regular reports are given to the Board of Trustees about the college's progress on learning outcomes (See *Board of Trustees Minutes—February 24, 2010*).

Each department and division uses ePIE to report its progress on SLOs/AUOs and GEOs. ePIE is used

by the college as the planning document. Faculty in each department then use ePIE to request additional resources, such as more full-time faculty, more computers, or more lab equipment that might be needed in order to meet their SLO/AUO or GEO. Decision-making includes dialogue on the results of assessment and is purposely directed toward improving student learning. Appropriate resources are allocated based on these results presented in ePIE (See *PIE Documents (archive)*).

ePIE allows the college to have comprehensive assessment reports, and these reports are completed on a regular basis. The SLO and the GEO coordinators regularly report the college's progress on SLOs and GEOs through the publication of these reports. These reports are used in the SLO Annual Report and the GEO Annual Report. Each department and/or division can easily see its progress on SLOs/GEOs using these reports. These reports are also given to the Instruction Team and the President's Advisory Council on a regular basis. The deans regularly discuss the reports with their chairs (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

"Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning." Each unit inputs its SLOs into ePIE (See *PIE Documents (archive)*). Part of this process is to input the Use of Results. It is in this stage that dialogue about the use of the assessment results takes place. It is also evident in various campus publications that results of assessment are to be used in dialogue about future decision-making. The college's Planning for Excellence newsletter includes articles that illustrate how this planning process works at the college and in specific academic departments (See *Planning for Excellence Newsletters—March and October 2009*).

"Appropriate resources continue to be allocated and fine-tuned." The Instruction Team's budget request process, for example, articulates this occurrence. Processes begin at the department level with a general request for faculty and staff to assess their programmatic needs. This assessment begins in the annual PIE process, and departments are reminded

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that proposals for new resource allocations should be clearly tied to the comprehensive analysis and goals established in their respective PIE processes (See *PIE Documents (current)*). Individual department requests are submitted on the appropriate forms by department chairs to their respective divisions. At this level, integration and combined prioritization of requests is generally conducted at a Department Chair's meeting (also referred to as division meetings) facilitated by the division dean. Then, at the team level the process is similar to that conducted at the division and department levels. Team members are provided with the full set of ranked requests as they came from each of the submitting divisions/areas. At an Instructional Team meeting, each of the deans is invited to describe the requests and answer questions relating to department needs and decision processes used in producing the ranked requests submitted. Once the top priorities from each team are identified, requests are divided by categories: Support for Enrollment Growth, Rate-Driven Costs, Critical Student Support Services, Instructional Program Support, Urgent One-time Needs, and Professional Development. The prioritized team budget requests are taken to President's Cabinet for review and consideration. In the context of a determination of the current monies available for allocation, each team is allocated a percentage of available funds to use. To monitor status of approved budget requests, the Instruction Office is in the process of establishing a system to track paperwork that follows through on monitoring approved requests (See *Budget Request Process*).

"Comprehensive assessment reports exist and are completed on a regular basis." Each unit completes a Planning for Institutional Effectiveness (the college's Program review) document annually (See *PIE documents (archive)*). This document includes reports of the assessment of SLOs/AUOs. The Student Learning Outcomes Coordinator publishes white papers that inform the campus community about assessment of SLOs, including papers covering sampling techniques for assessing, developing an assessment schedule, and assessment norming. These documents assist faculty and managers in the development of comprehensive

assessment reports (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

At the college, the "course student learning outcomes are aligned with degree student learning outcomes." Mt. SAC has developed General Education Outcomes (GEOs) that are assessed in its courses. Some of the academic departments have decided to use the GEO statements as their course level SLOs (See *GEO Assessment 2008-09: Summary of Findings*). The college is continuing its efforts to develop degree and certificate SLOs in addition to GEOs, per the SLO Plan Addendum.

Mt. SAC "students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled." The college publishes the goals and purposes of courses and programs in a variety of mediums that are accessed by students. The College Catalog and College Schedule of Classes certainly relay this information, as do the syllabi given to students by their professors (See *College Catalog; College Schedule of Classes*). Additionally, the college's Luminis Portal houses a comprehensive SLO report that is accessible by students (See *Luminis Portal*). With this report, students can search to find the SLOs for courses in which they are enrolled, or for any course that has designated SLOs at the time the comprehensive report was published. The college intends to publish the report at least annually.

At Mt. SAC, "student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement." The PIE process allows for this demonstration as it requires all the aforementioned (See *Planning for Excellence Newsletter—March and April 2009; PIE documents (archive)*). Faculty members use PIE as part of their program-level and course-level SLO work. Results of their actions are documented in the electronic version of PIE (ePIE), and once a year the transparency of their work is available on myportal.mtsac.edu for all employees and students to review (See *Luminis Portal*). The Institutional Effectiveness Committee reviews the work each year and synthesizes it and provides not only a synopsis of its work, but also an evaluation of it and how it will be improved

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along with example PIEs from some notable work on campus (See *Institutional Effectiveness Committee; PIE documents (archive); Planning for Excellence Newsletter—March and April 2009*). The *Spotlight* articles demonstrate how departments are using their work for improvement both for SLOs as well as for general education outcomes (GEOs) (See *Planning for Excellence Newsletter—October 2009; Student Learning Outcomes newsletters, progress reports, and white papers*).

"Dialogue about student learning is ongoing, pervasive, and robust." Some departments and divisions have as part of the agenda for their meetings a discussion concerning student learning outcomes and general education outcomes. This discussion could be about the results of assessment or the development of new or additional learning outcomes. The Academic Senate is given regular reports and dialogue about learning outcomes from the Curriculum and Instruction Council (See *Academic Senate—minutes*). The SLO and the GEO Coordinators visit departments and divisions to allow dialogue concerning SLOs and GEOs on a regular basis. The Director of Research and Institutional Effectiveness gives regular reports and dialogue to the Instruction Team concerning the college's progress on SLOs.

"Evaluation and fine-tuning of organizational structures to support student learning is ongoing" at the college. The numerous committees and their work are reflective of the evaluation and improvement that happens at the college every day from the work of the Curriculum and Instruction Council re-working the processes for course review, to the Educational Design Committee examining each course and making sure it is up to the standards required of the college and external bodies, to the college's commitment to improve integration of services and online services with its change to an enterprise application system (i.e., Banner), to the minutia involved with creating a prioritized list of new faculty positions to be considered for hiring. The college's program review process, Planning for Institutional Effectiveness (PIE), uses a cyclical evaluative process to evaluate every year how well it works and to make changes for improvement for the next year as evident in the

Institutional Effectiveness Committee's website (See *PIE documents (archive)*). The college's need to evaluate more closely its integrated planning and improve upon it can also be seen via the many integrated planning efforts on campus, as evident in the PIEs as well as the formally structured Integrated Planning Summits (See *PIE documents (archive); Planning for Excellence Newsletters—June 2009; Integrated Planning Summit October 2009*).

One division-level example of the college's evaluation and fine-tuning to support student learning is clearly evident with the Arts Division. The Arts Division held many conversations with its faculty and used many data sources to re-work its programs into a new, re-designed format better to serve the students and to provide a more comprehensive pattern of courses and provide a more holistic educational experience. A department-level example of this evaluation and improvement process can be found in the college's program review model, PIE (See *PIE documents (archive)*). As stated earlier, PIE includes at the heart of it student learning outcomes, including the assessment and use of results pieces; it is through these SLOs as well as general education outcomes (GEOs) that faculty have a chance to reflect on the assessment piece and decide what it means to their pedagogy and to student learning. There are many examples of how SLOs and GEOs are used for improvement purposes not only within the electronic copy of PIE (ePIE), but also within the *Spotlight* articles on the SLO website as well as the *Planning for Excellence* articles (See *PIE documents (archive); Student Learning Outcomes newsletters, progress reports, and white papers*).

"Student learning improvement is a visible priority in all practices and structures across the college" as demonstrated by Mt. SAC's many policies and procedures. The Board Policies and Administrative Procedures that deal with student learning improvement are many and are a good indication of the college's priority in this area (See *Board Policies; Administrative Procedures*). The college has also embedded student learning outcomes, assessment, and improvement of student learning into its program

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review process known as Planning for Institutional Effectiveness (PIE) as outlined on the website for the Institutional Effectiveness Committee, in the Planning for Excellence Newsletters, on the Academic Senate's website, and in the numerous papers and newsletters on the Student Learning Outcomes (See *SLO web page*) and General Education Outcomes web pages (See *GEO web page*).

"Learning outcomes are specifically linked to program reviews" at the college. Course-level, program-level (degrees and certificates), and GEOs are a main part of ePIE, Mt. SAC's program review document (See *PIE documents (archive)*). Each department, division, and team inputs on a regular basis its work on learning outcomes into this electronic database. This work includes assessment and evaluation of the SLOs/AUOs, and GEOs. Decisions at departments, divisions, and teams are based on this work and are linked to resource allocation. The college is fully committed to using learning outcomes and the improvement of student learning as a basis for decisions and planning. In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

"The college engages in widespread institutional dialogue about SLOs, their assessment, and the results of the assessment in various venues." The *Spotlight* monthly newsletter informs the campus of the progress including successes and failures for at least one department, division, or area on campus each month (See *Student Learning Outcomes newsletters, progress reports, and white papers*). The SLO Coordinator and the GEO Coordinator report regularly to the Curriculum and Instruction Council, which in turn then reports to the Academic Senate. The SLO Coordinator and the GEO Coordinator also report to the Academic Senate, departments, and divisions on a regular basis. Regular reports are given to the Board of Trustees about the college's progress on learning outcomes (See *Board of Trustees Minutes—February 24, 2010*). Each department and divisions use ePIE to report its progress on SLOs/

AUOs, and GEOs. ePIE is used by the college as the planning document. Faculty in each department then use ePIE to request additional resources needed, such as more full-time faculty, more computers, or more lab equipment that might be needed in order to meet their SLO/AUO or GEO (See *PIE documents (archive)*). Decision-making includes dialogue on the results of assessment and is purposely directed toward improving student learning. Appropriate resources are allocated based on these results presented in ePIE. ePIE allows the college to have comprehensive assessment reports, and these reports are completed on a regular basis. The SLO and the GEO coordinators regularly report the college's progress on SLOs and GEOs through the publication of these reports. These reports are used in the SLO Annual Report and the GEO Annual Report presented to Curriculum and Instruction. Each department and/or division can easily see its progress on SLOs/GEOs using these reports (See *Student Learning Outcomes newsletters, progress reports, and white papers*). These reports are also given to the Instruction Team and the President's Advisory Council on a regular basis.

As each course or program is being assessed, the department and/or division faculty are informed at department and/or division meetings as to the results of the assessment. These faculty then discuss the results of the report and decide what action should be taken. The SLO Coordinator, in conjunction with the Outcomes Committee and the Curriculum and Instruction Council, work with faculty to insure that course-level SLOs are in alignment with degree/certificate level SLOs. Alignment of the outcomes is an ongoing process, but by June 2012, all course-level SLOs will be mapped against degree/certificate level SLOs and GEOs. Many faculty at Mt. San Antonio College publish the SLOs for their courses on the syllabus for that course, and other faculty give the students a link to where the students can find the SLOs for the course that they are taking. As of September 2009, all students have the ability to find course-level SLOs through a link on their Luminis portal when they sign in to their Banner account. Any student who is interested in exploring the learning outcomes for any course can find them through that link. This link is updated once a year. Some faculty at Mt. San Antonio

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College worry that students will not understand the difference between a student learning outcome and a measurable objective. As a student learning outcome cannot cover the entire list of measurable objectives that a course might have, some faculty are listing both the measurable objectives for the course and either listing the student learning outcomes for that course or giving a link to where the students might find the learning outcomes for that course. The Mathematics and Computer Science Department has the course-level student learning outcomes listed on its website for all of its courses. The *Spotlight* newsletter gives the campus a look at different departments, divisions, or teams as they work on SLOs/AUOs and GEOs. These articles spotlight work on learning outcomes on a regular basis. The SLO and the GEO Coordinators write white papers for the campus on different topics about which the campus might need further guidance. These white papers serve as a resource to faculty and staff (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

A full historical perspective on the work the college has done related to outcomes assessment can be found online in the document called *Student Learning Outcome and General Education Outcome Evidence to Date*.

## Distance Learning Efforts

The college's Distance Learning Program allows the college to serve the needs of students who require more flexibility and find traveling to campus difficult or impossible each week. Students learn about the time and technical requirements of taking Distance Learning courses on the Distance Learning Homepage as well as the Schedule of Classes (See *Distance Learning*). Mt. SAC's Distance Learning Program has seen tremendous growth since the 2004 Self-Study: Mt. SAC now enables students to earn two degrees, eleven certificates, and the general education program with more than 50% of credits being earned via Distance Education (Mt. SAC refers to it as Distance Learning); ACCJC approved the college's Substantive Change in 2009 (See *Substantive Change 2009*). The

Spring 2004 schedule of classes showed 41 sections of distance learning courses, in contrast to the 74 sections offered in Fall 2009; hybrid courses grew from just 18 sections in Spring 2004 to 55 sections in Fall 2009 (See *Distance Learning—Academic Senate Resolution; College Schedule of Classes—Credit—Spring 2004 and Fall 2009*).

The college's growth in Distance Learning is supported by significant faculty development, course amendment process, management systems administration, and online learning support. Faculty who are interested in or skilled in teaching distance learning courses find assistance from the Online Learning Faculty Coordinator and the Assistant Online Learning Faculty Coordinator, a part-time Teaching/Learning Technology Specialist, and the Online Learning Support Center Coordinator. This team helps faculty adapt their courses for distance learning delivery mode through the college's curriculum approval process. Moreover, faculty must complete the certification process (SPOT) to teach Distance Learning courses, and the workshops are offered through Professional and Organizational Development. Faculty can also call on the rest of the OLSC team to help them apply new Blackboard tools and to resolve technical issues they or their students face.

Through well-engineered software integration—Luminis Portal, Banner, and Blackboard single-sign-on, and collaborative Help Desk support, faculty and students in the Distance Learning Program enjoy an efficient, responsive support system as the program is currently undergoing exponential growth. The college continues its integrated, systematic planning process to anticipate the needs of the rapidly growing Distance Learning Program as the college strives to meet the needs of students who cannot easily come to campus for their classes (See *Distance Learning—Academic Senate Resolution; Distance Learning Committee*). More detailed information on how the college deals with related distance learning issues and evaluation can be found in the document *Questions to Aid in the Evaluation of Distance Learning*.

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## External Audit and Integrity in Using Federal Grant Monies

The 2007 to 2008 Audit was presented to the Board of Trustees at its December 2008 meeting. The 2008 to 2009 audit was presented to the Board of Trustees at its December 2009 meeting (See *Board of Trustees Minutes—December 2009*). The external audit firm completing the audit was Vincenti, Lloyd, and Stutzman LLP, and they are located in Glendora, California. The auditors found no material weaknesses or reportable conditions identified during the audit. Thus, Mt. SAC received an “Unqualified” opinion.

The Grants Department facilitates the application for and monitoring of grants and contracts that bring additional resources to the college. During the fiscal year 2008 to 2009, the Grants Department monitored 39 active grant projects totaling approximately \$6.5 million in fiscal year funds (\$15.2 million in total funds) to augment existing programs at Mt. SAC. Of these 39 projects, ten (10) were from federal sources totaling approximately \$2.3 million in fiscal year funds (\$7.4 million in total funds) (See *Grants Reports*).

The Grants Department completes annual reports that include the following information: all active projects by title and funding agency, project director and department, start and end dates, fiscal year funding amount, and total grant award amount; all new proposals by title and funding agency, date submitted, current year requested amount, total requested amount, and funding status (pending, funded, not-funded); partnerships with school districts, community colleges, baccalaureate colleges and universities, business/industry, and community/professional organizations; and funding type (federal, state, or private).

Project directors for each of the college’s grant projects are responsible for implementing grant activities in accordance with the funding agency-approved budget and work plan. Upon funding notification, the Grants Department schedules a meeting(s) with the project director to discuss administrative and programmatic requirements of the grant, as well as the college’s pertinent policies, procedures, and deadlines. In

addition, all personnel paid (fully or partially) through federal funds complete time and effort reports. These reports document the portion of time that employees spend on grant activities and non-grant activities, as well the compensation received for grant and non-grant activities. Time and effort reporting ensures compliance with the Office of Management and Budget’s Circular No. A-21: Cost Principles for Educational Institutions.

All project directors must complete required reports, which vary for each funding agency but may include quarterly, semi-annual, annual, and final reports. Project directors summarize their progress in implementing proposed activities and achieving stated goals, objectives, and outcomes. Supplementing this narrative report is an expenditure report, prepared by the college’s Accounting Department.

The Grants Department maintains audit-ready files for all active projects and stores records for all closed projects for at least five years after grant completion. Each year, an independent Certificated Public Accountant firm conducts an annual audit of the college’s financial records. When this firm has follow-up questions regarding specific grant projects, the Grants Department develops thorough responses in a timely manner. In addition, the Grants Department processes all paperwork related to grant expenditures (hire documents, timesheets, requisitions, reimbursement claim forms, etc.). This process ensures that funds are spent in accordance with applicable federal, state, and/or local regulations, as well as in alignment with specific funding agencies’ allowable and unallowable costs. When grant projects need to revise original budget requests, the Grants Department assists project directors in requesting revisions following the appropriate funding agency processes and procedures.

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## Abstract of the Self-Study



# Abstract of the Self-Study

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The last accreditation visit was in 2004, and since that time Mt. San Antonio College (Mt. SAC) has progressed in many areas including creating new programs, instituting a robust program review system, adding new personnel, completing many buildings, and becoming fiscally accountable (i.e., independent of the County Office of Education for fiscal accountability) to mention a few. Throughout those years, the college has used a strategic planning model, provided support for the faculty-lead student learning outcomes process, and ensured that the college mission and goals drive the work of the institution and that the budget reflects the current and projected fiscal situation.

## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

### I.A. Mission

Mt. SAC's mission statement is approved by its Board of Trustees and is published in many public places. Using a participatory governance process, the President's Advisory Council (PAC) regularly reviews and suggests revisions to the college's mission statement. The mission statement is then forwarded to the Board of Trustees for its consideration and approval. The mission statement was officially adopted by the college and approved by the Board of Trustees on April 23, 2008. "The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence" (See *Board of Trustee Minutes—April 2008; President's Advisory Council—minutes January, February and April 2008; College Mission, Vision and Core Values*). The mission statement was placed throughout the college in meeting rooms and classrooms.

The mission statement was also published in the College Catalog, under Section One "The College," and in the College Schedule of Classes (See *College*

*Catalog; College Schedule of Classes*). The college's planning documents (e.g., program review (Planning for Institutional Effectiveness (PIE)), Educational Master Plan, etc.) also contain the college's mission statement, as it is the mission statement that drives the programs and services offered. The college's educational purpose, intended student population, and commitment to learning are outlined in the mission statement.

The college meets each of the sub-standards.

### I.B. Improving Institutional Effectiveness

As early as 2003, the college began its in-depth work on outcomes assessment. The college offers many examples of its efforts to create and to support student learning. Assessing student learning outcomes (SLOs) and using the assessment results for improvement are the core of the college's Planning for Institutional Effectiveness (PIE) process, which is the college's program review (PIE) model (See *PIE documents (archive); PIE documents (current)*). The evidence of the college's achievement of SLOs can be found in the electronic version of PIE, referred to as ePIE, as well as in the newsletters and progress reports (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers*). All units are required to enter their program review (PIE) assessment information into ePIE on a yearly basis. The course-tab of ePIE provides a direct view of the assessment efforts of the teams assigned to course-level SLO assessment. Per the Academic Senate's SLO/GEO Transparency Resolution 2009-02, the college also has a listing of the main portion of this assessment endeavor on its website (See *Transparency of SLOs/ GEOs; MyPortal*). Somewhat similar to SLOs, but broader in scope, are the college's GEOs (General Education Outcomes). GEOs, such as critical thinking, cross courses and even disciplines and are related to the college's general education (GE) pattern. Like SLOS, GEOs are included in PIE and follow a systematic evaluation

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process. An added feature of GEOs is the need to bring together faculty from specific GE areas to discuss the culmination of their findings across courses and to make evaluative, use of results, decisions based on these findings (See *General Education Outcomes Committee; GE Outcomes Committee (GEOC) created (Created by Academic Senate Resolution 2006-06); GEO 2006-09: An Historical Perspective; GEO Assessment 2008-09: Summary of Findings; GEO Common Reporting Form and Workshop material; GEO Coordinator Resolution 2007-05; GEO Plan 2009-2012; GEO Plan, Academic Senate Resolution 08-13; GEO Web page*).

Mt. SAC uses the PIE process and the Budget Committee's resource allocation model as its central methods for identification of and allocation of resources (monetary and nonmonetary) effectively to support student learning (See *Planning for Excellence Newsletters—April 2009*). Based on analysis of PIE results and strategic actions needed to accomplish their goals, units/departments describe the resources needed and link requests (as appropriate) to unit, to team, or to college goals. The PIE model is the central vehicle for formal planning and evaluation at Mt. SAC (See *PIE documents (archive)*).

The college recognizes that planning exists in other venues and for various specific purposes outside of PIE (i.e., grant project planning and evaluation, basic skills, Vocational Technical Education Act (VTEA), etc.). As much as possible, the college recommended that elements of those activities be incorporated by the appropriate units into their institutional PIE documentation as well (VTEA and Basic Skills now require PIE documentation as support for resource allocation requests.). Recognizing that the college's current budget model allocates most non-categorical funding at the team level (and requires that teams produce documentation of their individual budget allocation models and processes), the PIE process incorporates the addition of team goals. As teams align their unit planning and resource allocation requests to team goals, the college further strengthens the alignment and integration between planning and resources (See *PIE documents (archive)*).

It is through the PIE program review process that the college can demonstrate evidence of institutional and program performance. The PIE process allows for documentation of progress achieved. Through the use of self-reflective dialogue, external and internal data, and assessment, the departments/units can evaluate their courses, programs (i.e., degrees and/or certificates), and services. The PIE process allows for yearly exploration of the major initiatives of the department and a report-out to the manager, who in turn summarizes his/her areas' achievements, provides feedback to the area, and reports to his/her respective vice president (See *PIE documents (archive)*).

The Vice Presidents then summarize their areas and provide an overall evaluation of the progress of their areas with a synthesis and analysis that leads not only to a better understanding of each department/unit, but also to a better understanding of a higher-level review of the work of the college. It is through this last institutional-level piece with the vice presidents that the college begins to understand, on a yearly basis, thematically, the internal and external conditions facing the college, the data issues and results achieved, and how departments/units are using data for improvement. These vice president reports are given to the Institutional Effectiveness Committee (IEC) which evaluates and summarizes them and produces an annual report (See *PIE documents (archive)*).

The evaluation report includes improvements for the next PIE cycle as well as recommendations for changes to the college goals. In addition to the vice presidents' reports, added to the mix are the results of the year's strategic objectives and the accomplishments of the committees. Using the plethora of information related to the college's mission statement and goals, IEC compiles the information and also makes recommendations for the next year's strategic objectives. The compendium of information is placed on the college's website for all to view, and a notice is sent via campus email to all employees indicating its existence and the next year's PIE reporting format (See *PIE documents (archive); PIE documents (current)*).

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Student Services has developed an integrated planning model that incorporates departmental program review with division-wide goals and student learning outcomes/administrative unit objectives to address student success. Through a comprehensive review process, service gaps are identified and collaborative efforts are employed to address emerging student concerns and needs. Two examples of this are the college's recent expansion of Veterans Services for returning veteran students (See *Veterans Service Center*) and the development of the Pathways Program for emancipated former foster youth.

The college meets each of the sub-standards.

## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

### II.A. Instructional Programs

Mt. San Antonio College (Mt. SAC) offers over 1,600 courses for students in areas that enable students to transfer to four-year universities, in disciplines that prepare students for careers, and in topical areas focusing on basic skills development. A review of the 2008 to 2009 College Catalog reveals 11 Associate in Arts degrees, 79 Associate in Science degrees, 56 Skills Certificates (low unit), 69 transcriptable Certificates of Achievement, as well as 4 Certificates of Competency and 55 Certificates of Occupational Training in Continuing Education (See *College Catalog*). The college has aligned its general education requirements with the California State University (CSU) system general education requirements to enable students to seek associate degrees while simultaneously completing transfer requirements. The college's general education course options give students four courses in Area A, 57 courses in Area B, 134 courses in Area C, 66 courses in Area D, and 20 courses in Area E. Certificates of Achievement in CSU General Education—Breadth and Intersegmental General Education Transfer Curriculum (IGETC) also encourage students to complete programs at the college while preparing for transfer to the higher education systems in the State (See *College Catalog*).

Regular institutional review of courses in general education and all programs carefully considers evidence that teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements of the CSU and UC systems for articulation. The college supports the faculty in ensuring that courses in their respective disciplines remain current, as certified by review of the Educational Design Committee and Academic Senate approval, and that they are regularly assessed in a systematic and well-documented annual program review process (See *Planning for Institutional Effectiveness; ePIE*).

The 2007 to 2008 revision of the Associate in Arts Degrees in Liberal Arts and Sciences with areas of emphasis required campus-wide involvement and created opportunities to discuss, to debate, and to consider the purpose and function of the degrees. After approval of the degrees, it became evident that a review process that fostered inter-division communication was necessary to integrate newly developed courses into the existing degrees, to remove courses that may no longer support the degrees, and to affirm the relevancy of the degrees. A process was approved by the Academic Senate in late spring 2009 and implemented in fall 2009 (See *Curriculum and Instruction Council—minutes October 13, 2009*).

The Continuing Education Division recognizes the importance of providing students with a comprehensive system of programs and support services to ensure student success. Many of the students served through its noncredit programs are there because they need additional or specialized support in order to improve their chances of academic or career success. Students wishing to enroll in Adult Basic Education, Short-Term Vocational, or ESL classes first complete required assessment and orientation processes prior to registering. Admissions, assessment, and orientation services take place at the program locations, enabling students to have an easy transition into classes in the same buildings. The location of noncredit student services within the programs also encourages students to access those services, since they are highly visible to students as they go to class (See *Continuing Education*).

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



Student Learning Outcomes assessment is required for every academic department, instructional program, and student services and support department. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate (See *SLO web page*).

The college meets each of the sub-standards except Standard II.A.2.i.

## II.B. Student Support Services

The college mission is to serve and support all students in achieving their personal, educational, and career goals in an environment of academic excellence, and Student Services at Mt. SAC actively pursues that mission. The cornerstone of Mt. San Antonio College's student support services is based on a philosophy of access, inclusion, and success. Student Services uses an Access, Participation, Progress, Persistence and Success or, simply, "APS" model for encapsulating all that it does for students, and it is related to goal setting and student learning outcomes (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers—Spotlight Newsletter—September 2009*).

Collectively, Student Services offers a wide array of services to students to provide access and a pathway to entering the college, support for matriculated students in persisting, making progress, and participating in the life of the college, and direction for students moving into career positions, graduating, and transferring. Distance Learning students are also supported with their service needs (See *Questions to Aid in the Evaluation of Distance Learning*).

Student Services utilizes multiple methodologies to develop and to establish services and programs to address the unique attributes of the college's student population. Individual department evaluations, division-wide planning meetings, quantitative studies, program review (PIE), annual categorical reports, and college-wide plans such as the Student Equity

Plan, the Equity for All report, and the Basic Skills plan are used to inform Student Services regarding the needs of the college's student population. The Cooperative Institutional Research Project (CIRP) survey of incoming freshmen students along with reports such as assessment (placement test) result trends and orientation surveys provide critical insight to understanding the incoming students (See *Mt. SAC Fact Book—Student Background and Perceptions—Cooperative Institutional Research Project*).

Several key governance committees (See *Student Preparation and Success Council; Student Equity Committee; Assessment and Matriculation Committee*) regularly examine data and reports to review issues and concerns related to diversity, equity, and student success. The Student Equity Committee examines data on student equity in terms of basic skills, disability, English as a second language, race/ethnicity, and gender on issues of access, course completion, and certificate and degree attainment (See *Student Equity Plan*). The Student Equity Committee uses the data to inform the campus community about the state of student success. An example of the group's use of results from its Student Equity Plan is the birth of programs such as the ASPIRE (African American Student Program Inspiring Responsibility for Education) program directly in response to the achievement gap of African American students, especially males, compared to their white and Asian counterparts. The Bridge Program, having celebrated its tenth anniversary on campus, doubled the number of students served in 2008 and 2009, thanks in part to the funding of a United States Department of Education Title V grant. Bridge Program participants continue to outperform their counterparts in non-learning communities courses in English by remarkable margins.

The college commits substantial resources toward efforts at recruiting and admitting diverse students who are able to benefit from the instructional and support services programs. A staff of 6.5 outreach specialists leads the way in providing access services to over 40 local, feeder high schools. The recruitment process is coordinated with Financial Aid and other student

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services programs in order to provide students with access to the full array of services available to them.

Efforts to create and sustain an institutional culture supportive of transfer have resulted in remarkable achievements related to the successful transfer of students. The large number of transferable courses and comprehensive transfer services Mt. SAC offers, as well as the number of students accepted for transfer, demonstrates the college's commitment to preparing students for transition to four-year institutions. Mt. SAC consistently sends some of the highest numbers of students to University of California (UC) and California State University (CSU) out of all community colleges. In addition, 83 percent of Mt. SAC students who applied for the University of California in fall 2008 were admitted. This exceeds the 81 percent admit rate for all California community colleges. Additionally, out of the 110 community colleges in the state of California, Mt. SAC ranked 6th in the numbers of transfers to UC and CSU combined; 11th in the number of transfers accepted to UC and 2nd in the number of transfers accepted to CSU. Mt. SAC students are admitted to prestigious institutions such as UC Berkeley, UCLA, USC, Pitzer College, and NYU.

Re-Entry Services provide assistance to students returning to college who are 25+ years old, are single parents, are homemakers, and are vocational majors. A learning community designed for the Re-Entry student consists of a Life Management course and a Single Parent Academy Class. Located within the EOPS/CARE/CalWORKs programs, Re-Entry students have quick access to a variety of support programs such as housing, child care, transportation, and on and off campus referrals (See *Extended Opportunity Programs and Services; California Work Opportunities and Responsibility to Kids*).

Disabled Student Programs and Services (DSPS) provides specialized courses for disabled students. Additionally, an effort has begun to educate the campus about universal design—what it is and how it works. This is especially important as disabled students enroll in courses across the campus and instructional methods should be in place that support learning for a wide

range of students, including those with particular disabilities (See *Disabled Student Programs & Services*).

The college meets each of the sub-standards.

## II.C. Library and Learning Support Services

The Mt. San Antonio College Library is an extension of the classroom. It is a learning environment in which students learn the skills essential for information literacy: framing research questions, conducting searches, locating sources, evaluating the credibility and usefulness of those sources, and citing those sources for their research projects across the college curriculum (See *Library*).

The Library provides a variety of print, electronic, and digital resources that serve students, faculty, and staff, whether they are working on or off campus. The collection consists of over 85,000 volumes, 308 periodical subscriptions, and 4,500 audiovisual items. Electronic resources, which are accessible remotely 24 hours a day, continue to become an ever more vital part of the collection. Although the number fluctuates slightly from year to year due to budget considerations, the Library currently subscribes to just over 100 full-text databases, such as Academic OneFile, Academic Search Premier, JSTOR, and Proquest Research Library. These databases allow access to millions of full-text periodical articles, electronic books, primary source materials, and audio-visual clips (See *NCES Academic Libraries Survey*).

The teaching of research methods and tools complements what is taught in English 1A and Speech 1A, two courses that require research projects. In these courses, students write and/or present reports with five or more documented sources (See *Course Outlines, ENGL 1A and SPCH 1A*). The Library staff uses many methods to teach research skills. One strength of the program lies in the large number of information competency classes that are given each year. During the 2004 to 2005 school year, 312 information competency instruction sessions were scheduled, and there were 287 in 2005 to 2006 and 322 in 2007 to 2008 (See *Library Orientation Classes*). Most information competency

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instruction sessions are requested for English courses; however, they are provided for any course. The lectures occur primarily in the Library's meeting room, but there are also a few hands-on sessions in the Learning Lab.

The college meets each of the sub-standards.

## STANDARD III: RESOURCES

### III.A. Human Resources

The institution employs qualified personnel that fully support student learning programs and services. Human Resources manages, monitors, and evaluates a highly structured set of policies and procedures for recruiting and hiring personnel. The policies and procedures are based on the mission of the college, on institutional effectiveness, and on the in-depth job descriptions and announcements for positions. Job descriptions describe in detail the roles, responsibilities, and requirements for all positions. Before positions are advertised, President's Cabinet discusses need and funding, always using planning data and reports in deciding whether or not to open positions.

The college's commitment to diversity is evident in activities, events, programs, and celebrations highlighting the significant educational role played by college employees of diverse backgrounds (See *Administrative Procedures*). Mt. SAC has clearly established evaluation procedures for all personnel, including the Board of Trustees, the college President/CEO, managers, faculty, and classified staff (See *Agreement—Mt. San Antonio College District and CSEA 262; Agreement—Mt. San Antonio College District and CSEA 651; Agreement—Mt. San Antonio College District and Faculty Association; Management Evaluation Process*).

The college meets each of the sub-standards.

### III.B. Physical Resources

The Mt. SAC physical plant consists of 85 structures on a campus of 421 acres. Of the campus structures, 57 are designated as academic buildings, with the remaining

28 utilized for administration, for operations, and for farm uses. There are 27 major teaching facilities ranging in size from 10,000 gross square feet to just over 100,000 gross square feet. Most structures are single story, but as the campus matures, multi-story facilities of two, three, and even five stories are becoming more prevalent. The physical space totals over 1,370,000 gross square feet (gsf) with the total assignable teaching space approaching 950,000 square feet (sf).

Most of the college facilities were built in the 1940 to 1970 era, with only two significant new buildings added during the 1990's. Despite growth in the number of students served from 18,800 FTES in 1974 to 32,300 FTES in 1999, the college was unsuccessful in passing facilities improvement bonds in 1997 and 1999. With the passage of Proposition 39, the community approved a \$221 Million facilities bond (Measure R) in November 2001 with 17 listed projects. Of the 17 Measure R projects, 13 have been completed, 1 has been partially completed (phase 1), and 2 are currently under construction. Subsequent planning efforts resulted in the cancellation of two projects. Four of the original Measure R projects were moved forward into the 2008 facilities bond, Measure RR, due to insufficient funds.

Measure RR was overwhelmingly approved in 2008 (See *Bond Measure RR Announcement; Bond Measure RR Success*), allowing bond sales on \$353 Million for construction, equipment, and debt retirement. This phase of the building program will ultimately achieve all of the planning goals laid out in the original 2020 vision planning document, along with several recently added elements including the renovation of the Technology Building, a new Library, and a public transportation center (See *Vision 2020: Strategic Plan Goals and Initiatives*). Special attention has been paid to instructional equipment, sustainability, and infrastructure upgrades throughout the planning of this phase of the campus building program. In addition, allowances have been made to minimize the effects of construction cost escalation on the planned final outcome of the individual projects. The college's growth planning allows it to provide the needed physical resources for its students.

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The college meets each of the sub-standards.

### III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. The college has an Information Technology (IT) staff of more than 70 full- and part-time employees, with a budget for repairs and upgrades. Within the last few years, the college created a new management position directly to support student learning programs—Assistant Director, Academic Technology. The college also has many technicians assigned to labs and areas across campus to help with technology-related issues for student learning programs and services. The college's program review system is electronic, ePIE, and is supported behind-the-scenes with technical assistance as well as up-front through trainings offered by the Computer Services Coordinator. The Computer Services Coordinator also provides technical assistance to the Institutional Effectiveness Committee (IEC) as it oversees program review.

Technology planning is integrated with institutional planning through the PIE program review process. The newly developed Information Technology Master Plan (TMP) outlines how resources are used to support student programs and services. The TMP is intended to integrate with all institutional planning as well as to integrate into the Educational Master Plan and the Facilities Master Plan. The TMP embodies this integration and allows for an evaluative component.

The planning, acquisition, and support of technology at the college comes from a variety of processes. One of the college's goals is to utilize and to support appropriate technology to enhance educational programs and services. Technology support provided by the institution meets the needs of learning, of teaching, of college-wide communications, of research, and of operational systems. The IT Team provides service and support to the students, to faculty, and to staff of Mt. SAC by providing leadership in the implementation, the integration, the application, and the delivery and support of information and instructional technologies (See *Administrative Procedures—AP 3720*). The IT

Team is committed efficiently and effectively to manage communication, academic and administrative computing, printing services, mail services, and related information resources that support and enhance teaching, learning, community development, and public service at the college (See *Information Technology Master Plan 2009*).

The college meets each of the sub-standards.

### III.D. Financial Resources

Mt. SAC is one of the most fiscally healthy districts in the State because of its long history of sound fiscal management and stable enrollment growth. The college maintains a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy (See *Board Policies—BP 6200*), which has resulted in an average year-end reserve balance of approximately 18.47% percent from 2003 to 2004 through 2008 to 2009. This conservative approach to fiscal management has helped to ensure financial stability even during challenging economic conditions. Since 2003 to 2004, unrestricted general fund revenues have increased from \$97.4 million to \$145 million, which is an increase of 51 percent (See *History of Year-end Reserve Balances*). The college's budget is created using a collaborative, collegial model of both top-down and bottom-up approaches.

While college administration is responsible for reviewing the revenue from the state, the units are responsible for determining their resource requirements. The proposed budget is presented to numerous committees (e.g., President's Advisory Council) and to the Board of Trustees in an open board meeting, at which the public is given the opportunity to comment. In September 2009, the budget presented to the Board and to the college included a three-year budget projection to demonstrate the short-term and long-term financial solvency. Approximately 86 percent of the unrestricted general fund was expended on salaries and benefits in 2008 to 2009 (See *Salary and Benefits Percentage Expended in 2008-09*). The college uses many planning processes to distribute resources.

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Dialogue related to the college's institutional processes can be found during the college's implementation of the new SCT Banner system (student enrollment, student financial aid, fiscal, human resources). Many hours of cross-campus meetings and department-level meetings were required to change to a new system in order to have dialogue about current and future institutional processes and the impact on student learning (e.g., enrollment, prerequisites, etc.). For Mt. SAC to become fiscally accountable (i.e., independent of the County Office of Education for fiscal accountability) it needed to have many hours of work because of the many meetings needed with groups across campus and outside of the college. These meetings allowed for collegial, self-reflective dialogue about the services offered and how changes needed to be made to adhere to the possibilities of Banner as well as the rules, policies, and procedures needed to become fiscally accountable (See *Banner*; *Banner—Adding Students June 2009*; *Banner—Go Live May 2009*; *Banner—Student Parking June 2009*; *Banner—Summer Session Add Deadline Conflict*; *Banner—Update December 2007*; *Banner Steering Committee*).

The college meets each of the sub-standards.

## STANDARD IV: LEADERSHIP AND GOVERNANCE

### IV.A. Decision-Making Roles and Processes

The college recognizes that ethical and effective leadership throughout the organization enables the college to identify institutional vision, mission, philosophy, and strategic goals, to foster continual improvement, and, ultimately, to enhance student learning outcomes. Within the framework of the college's mission, vision, and core values (See *College Mission, Vision and Core Values*), the college promotes effective leadership, integrity, respect, collaboration, community building, positive spirit, and diversity. This philosophy of leadership enables the college to identify and to achieve goals in a positive environment. As part of the 2008 to 2009 College Goals and Strategic

Objectives, it stated, "The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus" (See *College Goals and Strategic Objectives*); thus effective communication is an important vehicle by which the institution is able to learn, to grow, and to improve. Along with the other College Goals and Strategic Objectives, the college creates clear expectations for setting and achieving goals across the institution.

The college also has an Institutional Code of Ethics policy that clearly delineates its focus on ethical issues and thus its effective leadership stand (See *Board Policies—BP 3050*). In addition to the Board Policy, the Academic Senate at Mt. SAC has adopted the Statement of Professional Ethics from the Association of University Professors (AAUP). This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking about all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community (See *Administrative Procedures—AP2715*; *American Association of University Professors (AAUP) Statement on Professional Ethics*).

The leaders of the college create an environment for empowerment, for innovation, and for institutional excellence through the many committees, team structures, Academic Senate, Classified Senate, and Associated Student government. Systematic participative processes are in place to allow for institutional effectiveness related to the college's policies and institution-wide issues; although, the college should engage in further dialogue about participation in governance committees to identify and mitigate inhibitors to classified employees' involvement in participatory governance.

The college meets each of the sub-standards except Standard IV.A.1.

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## IV.B. Board and Administrative Organization

Mt. SAC recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Mt. SAC's Board Policy states that the "Board of Trustees, as the policy-making body of the district, shall set forth such policies as are necessary to govern the conduct of the college, and shall define procedures essential to the effective execution of such policies" (See *Board Policies—BP 2200*). In addition, the college's current Board members also supervise the review and revision of Board Policies, although Administrative Procedures do not require Board approval. Board Policy also states, "The Board of Trustees employs the chief executives and delegates responsibility to them for carrying out the policies established by the Board" (See *Board Policies—BP 2430*). At Mt. SAC, the Board remains objective, while it assists the President and other administrators as they work effectively to address the challenges faced by the college.

Mt. SAC's Board Policy 2430 stipulates that the Chief Executive Officer's primary responsibility is to the institution, and the college President has taken numerous steps to assure the staff, the students, and the community of his dedication to that policy. The effectiveness of his leadership is due to his focus on communication and appropriate delegation of responsibility while he seeks to improve all levels of college operations. This focus is also the driving force behind the President's Advisory Council's (PAC) fundamental role in the college's strategic planning processes and his own emphasis on the team structure. Clearly, at Mt. SAC, the leadership of individuals and constituencies recognizes the designated responsibilities of the governing board for setting policies and of the college President for the effective operation of the institution.

The college meets each of the sub-standards.

## Organization for the Self-Study



# Organization for the Self-Study

The Accreditation Self-Study Teams were chosen using three main criteria:

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

## Communication

Each Accreditation Standard had co-chairs, and the whole process had an accreditation liaison officer (ALO) as well as a faculty co-chair and a management co-chair. A classified employee was the accreditation coordinator. The President's Advisory Council (PAC)

was the Steering Committee. The team members can be found at <http://www.mtsac.edu/administration/accreditation/committees.html>.

The college used the *Accreditation Notes* newsletter to let the campus know its progress (See *Accreditation Notes*). Other means of updating the campus included reports to PAC, to the Board of Trustees, at management meetings, and at Academic Senate meetings as well as at team meetings. The October 2009 draft of the self-study was released to the campus community for its review and comment (See [http://www.mtsac.edu/administration/accreditation/2010self\\_study.html](http://www.mtsac.edu/administration/accreditation/2010self_study.html)). The final self-study is at this same web location. The evidence for the self-study is available for all to review at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>.

TIMELINE FOR THE SELF-STUDY		
Time Period	Task	Responsible*
SPRING 2008		
Ongoing	<ul style="list-style-type: none"> <li>• Review standards and assess</li> </ul>	KA
March	<ul style="list-style-type: none"> <li>• Prepare plan and timeline</li> </ul>	KA
April	<ul style="list-style-type: none"> <li>• Gather names for standard teams</li> <li>• Set up date for September training by ACCJC</li> </ul>	KA/BMS JN/BMS/KA
June	<ul style="list-style-type: none"> <li>• Finalize members &amp; send letter</li> <li>• Prepare evidence template</li> </ul>	KA/BMS KA
SUMMER 2008		
	<ul style="list-style-type: none"> <li>• Gather info on SLO, GEO, Program Review, Planning progress</li> <li>• Accreditation web page developed</li> <li>• Co-chairs determine data needed</li> </ul>	KA KA/BMS KA/BMS

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TIMELINE FOR THE SELF-STUDY		
Time Period	Task	Responsible*
<b>FALL 2008</b>		
<b>September</b>	<ul style="list-style-type: none"> <li>• Accreditation web page launched</li> <li>• Team members review ALL ACCJC Standards</li> <li>• First Team Meeting (election of co-chairs for each standard)</li> <li>• Team training by ACCJC at Irvine Valley College: September 26</li> <li>• Teams to prepare outlines</li> <li>• Accreditation Newsletter #1 (Start of self-study, timeline, team members, major activities)</li> <li>• Research Department to provide accreditation data</li> </ul>	KA/BMS Teams/KA/BMS  BMS
<b>October</b>	<ul style="list-style-type: none"> <li>• Teams to start gathering evidence and make recommendations for action still needed by college/departments</li> <li>• Research document sharing methods</li> </ul>	Teams  KA/BMS
<b>November</b>	<ul style="list-style-type: none"> <li>• Each Standard Team to present outlines/drafts of their standard to Accreditation co-chairs Allende and McNeice-Stallard</li> <li>• Train teams in chosen document sharing method</li> </ul>	Teams  KA/BMS
<b>December</b>	<ul style="list-style-type: none"> <li>• Teams to complete fall 2008 work (including outline and/or first draft) and edit/review plan for spring 2009 and make final recommendations for action needed by college/department</li> <li>• Co-chairs update Board on progress and timeline</li> <li>• Co-chairs update PAC on progress and timeline</li> </ul>	Teams  KA/BMS KA/BMS
<b>WINTER 2009</b>		
	<ul style="list-style-type: none"> <li>• SLO, GEO, Program Review, Planning Progress</li> <li>• Review first draft &amp; work on recommendations</li> <li>• Provide President (and PAC) with draft and recommendations (provide opportunity for feedback from college employees (Winter and early Spring))</li> </ul>	KA/BMS KA/BMS KA/BMS
<b>SPRING 2009</b>		
	<ul style="list-style-type: none"> <li>• Teams to review feedback on their first draft</li> <li>• Teams to complete gathering of evidence available and make further recommendations on actions needed by college/department</li> <li>• Accreditation Newsletter #2 (Progress, timeline, team members, what still needs to be done; highlight an 'exciting find or activity'; where we may still need some work)</li> <li>• Teams to complete second draft of self-study</li> </ul>	Teams Teams  Teams/KA/BMS  KA/BMS

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

TIMELINE FOR THE SELF-STUDY		
Time Period	Task	Responsible*
<b>SUMMER 2009</b>		
	<ul style="list-style-type: none"> <li>• Review and revise draft &amp; work on recommendations</li> <li>• Provide President (and PAC) with draft &amp; recommendations (provide opportunity for feedback from college employees (Summer and early Fall)</li> <li>• Co-chairs revise timeline</li> </ul>	KA/BMS KA/BMS  KA/BMS
<b>FALL 2009</b>		
<b>September</b>	<ul style="list-style-type: none"> <li>• Co-chairs update Board on progress and timeline</li> <li>• Co-chairs update PAC on progress and timeline</li> </ul>	KA/BMS KA/BMS
<b>October</b>	<ul style="list-style-type: none"> <li>• Co-chairs meet with Team co-chairs</li> <li>• Provide opportunity for feedback from college employees</li> <li>• Update to Board of Trustees</li> </ul>	KA/BMS
<b>November–December</b>	<ul style="list-style-type: none"> <li>• Teams write drafts</li> <li>• Accreditation Newsletter #3 (Progress, timeline, team members, what still needs to be done; highlight the exceptional work we are doing; where we may still need some work)</li> <li>• Provide President (and PAC) with draft &amp; recommendations (provide opportunity for feedback from college employees (Winter and early Spring)</li> </ul>	Teams Teams/KA/BMS  KA/BMS
<b>December</b>	<ul style="list-style-type: none"> <li>• Teams submit drafts and recommendations for change to accreditation co-chairs Allende and McNeice-Stallard</li> <li>• Co-chairs update PAC and Board on drafts</li> <li>• Co-chairs submit Board Agenda item</li> <li>• DRAFTS COMPLETED</li> </ul>	Teams  KA/BMS KA/BMS KA/BMS
<b>WINTER 2010</b>		
	<ul style="list-style-type: none"> <li>• CO-CHAIRS COMPLETE REVISION</li> <li>• Co-chairs submit final draft to PAC</li> <li>• Co-chairs submit final draft to President</li> <li>• College President submits final Self-Study to Board of Trustees March, 2010</li> <li>• Board of Trustees certifies Self-Study</li> <li>• SLO, GEO, Program Review, Planning Progress</li> </ul>	KA/BMS KA/BMS KA/BMS ALO  KA/BMS

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TIMELINE FOR THE SELF-STUDY		
Time Period	Task	Responsible*
<b>SPRING 2010</b>		
<b>April 20</b>	<ul style="list-style-type: none"> <li>• FINAL VERSION TO MARKETING</li> </ul>	KA/BMS
<b>April–June</b>	<ul style="list-style-type: none"> <li>• Substantive Change Review</li> <li>• Work with Marketing on proof</li> <li>• Accreditation Newsletter #4</li> </ul>	KA/BMS KA/BMS Teams/KA/BMS
<b>SUMMER 2010</b>		
<b>June</b>	<ul style="list-style-type: none"> <li>• Self-Study printed and prepared for mailing</li> </ul>	KA/BMS/ALO/BOT
<b>July</b>	<ul style="list-style-type: none"> <li>• Self-Study mailed &amp; emailed to ACCJC</li> <li>• Self-Study released to campus community</li> </ul>	KA/BMS
<b>August</b>	<ul style="list-style-type: none"> <li>• Co-chairs write addendum and mail to ACCJC</li> <li>• Accreditation Newsletter #5</li> </ul>	Teams/KA/BMS
<b>Mid-September</b>	<ul style="list-style-type: none"> <li>• Accreditation Newsletter #6</li> </ul>	Teams/KA/BMS
<b>October</b>	<ul style="list-style-type: none"> <li>• Site Visit (October 25–28, 2010)</li> </ul>	ALL
<b>November</b>	<ul style="list-style-type: none"> <li>• Completion Celebration</li> </ul>	ALL
<p><i>Responsibility Reference:</i>            JN = John Nixon, ALO; Virginia Burley, ALO (February 2010–present)            KA = Kristina Allende, Faculty Co-Chair            BMS = Barbara McNeice-Stallard, Management Co-Chair</p>		

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# Organization of the Institution



# Organization of the Institution

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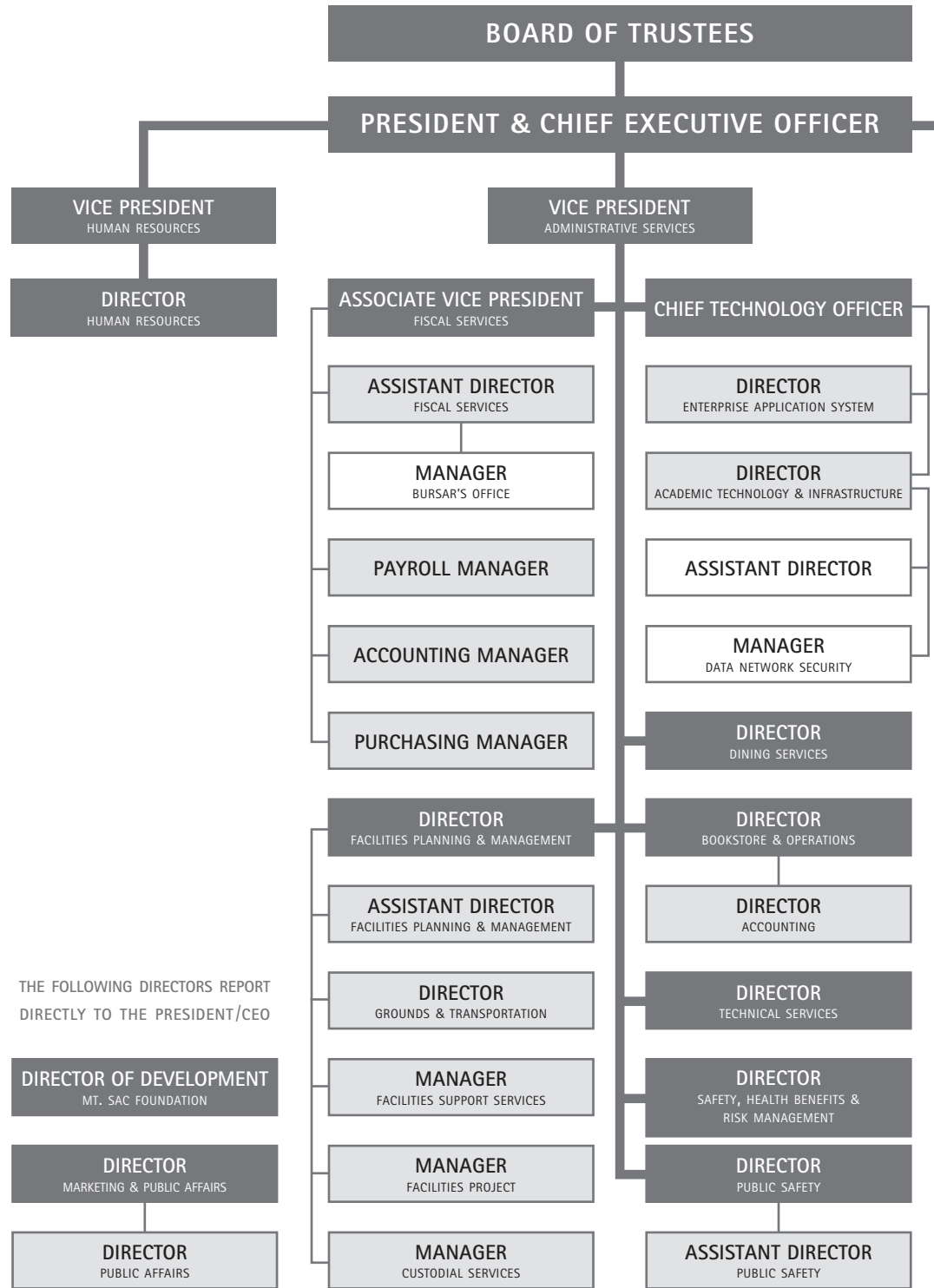
The college's employees are integral to its operations. All employee groups are important to the efficient and effective instruction and support services need for teaching and learning at Mt. SAC. The college operates under a governance structure in which broad participation from all segments of

the college is encouraged. The following flowcharts indicate the organization of the college's management positions and the organization of the teams (i.e., Student Services, Human Resources, Instruction, and Administrative Services) (See *Organizational Charts*).

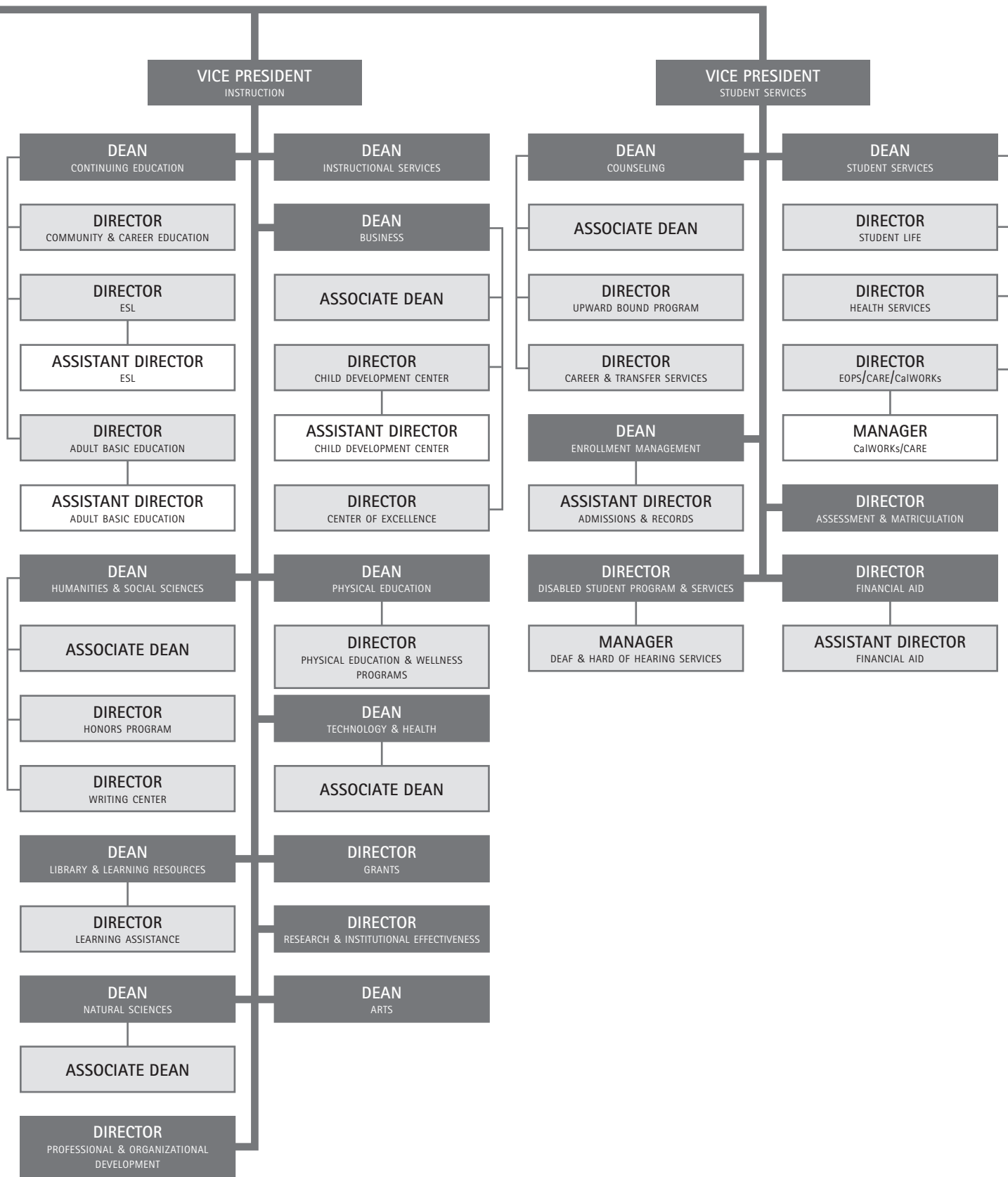
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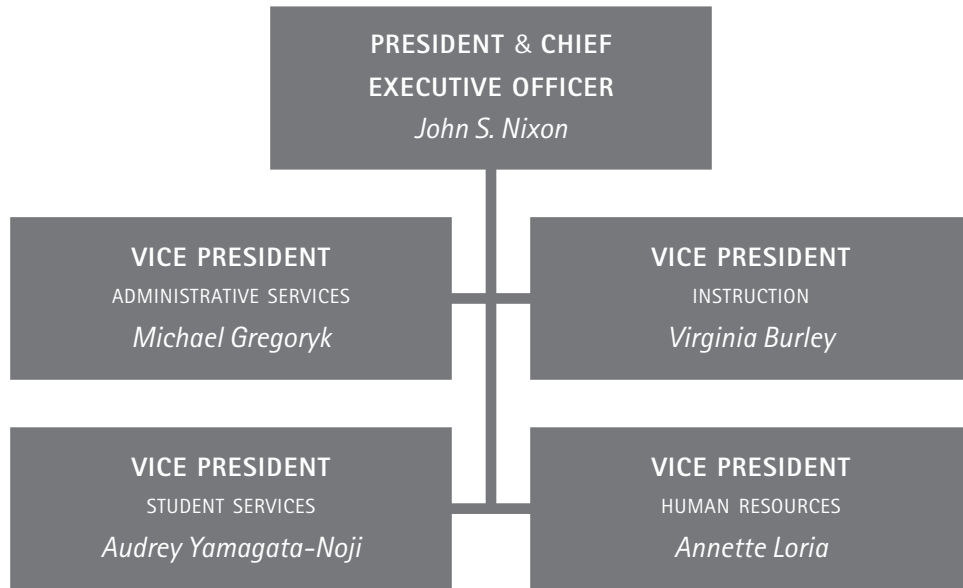
Mt. San Antonio College • 2009 –10 Organizational Chart



February 11, 2010

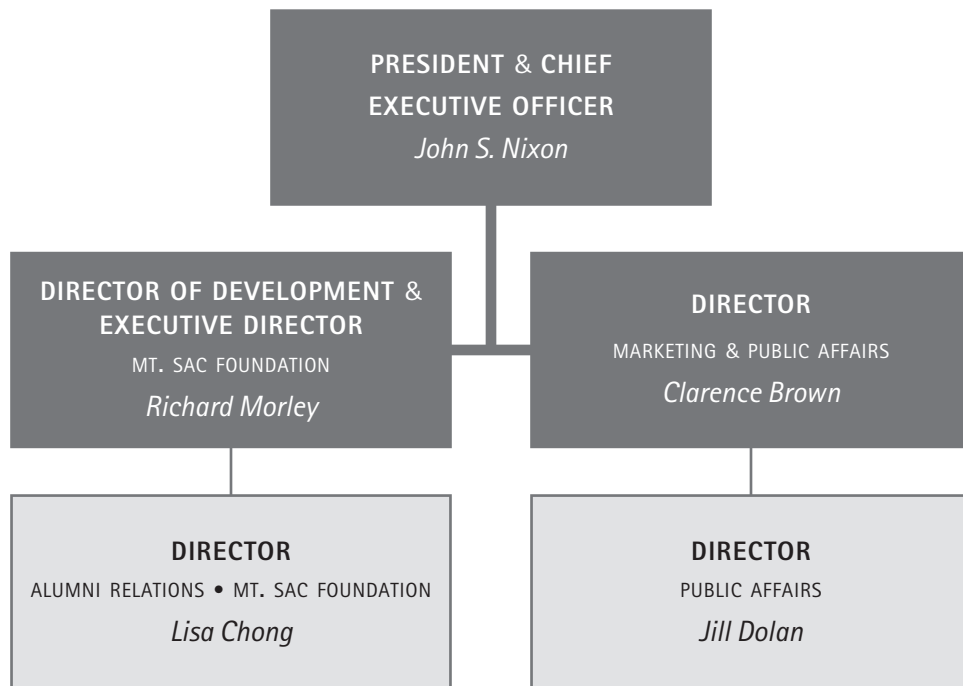


Mt. San Antonio College • 2009 –10 Management Organizational Structure



February 11, 2010

Mt. San Antonio College • Direct Reports to the President

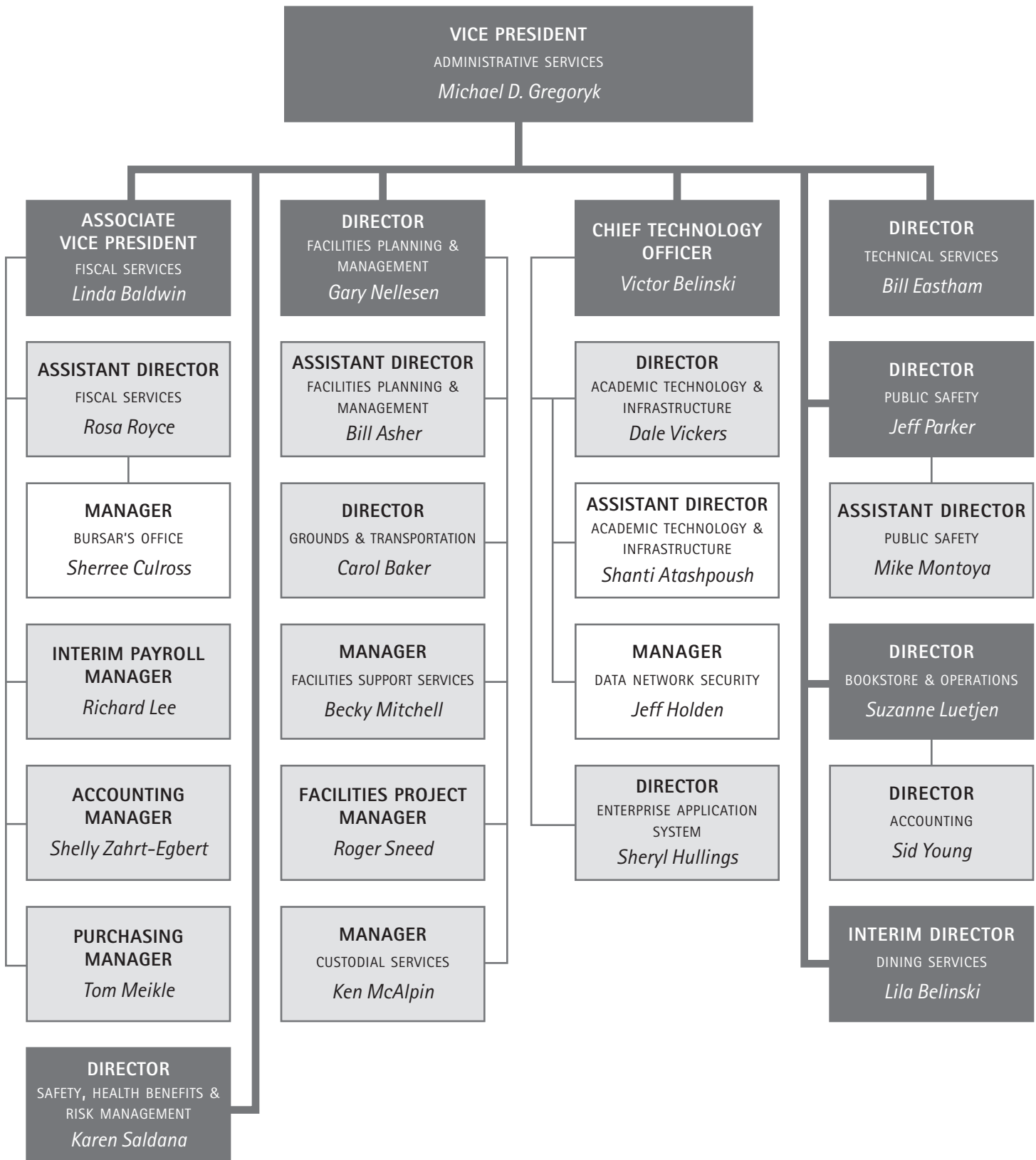


February 11, 2010

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



Mt. San Antonio College • Administrative Services Team



February 11, 2010

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Mt. San Antonio College • Human Resources Team



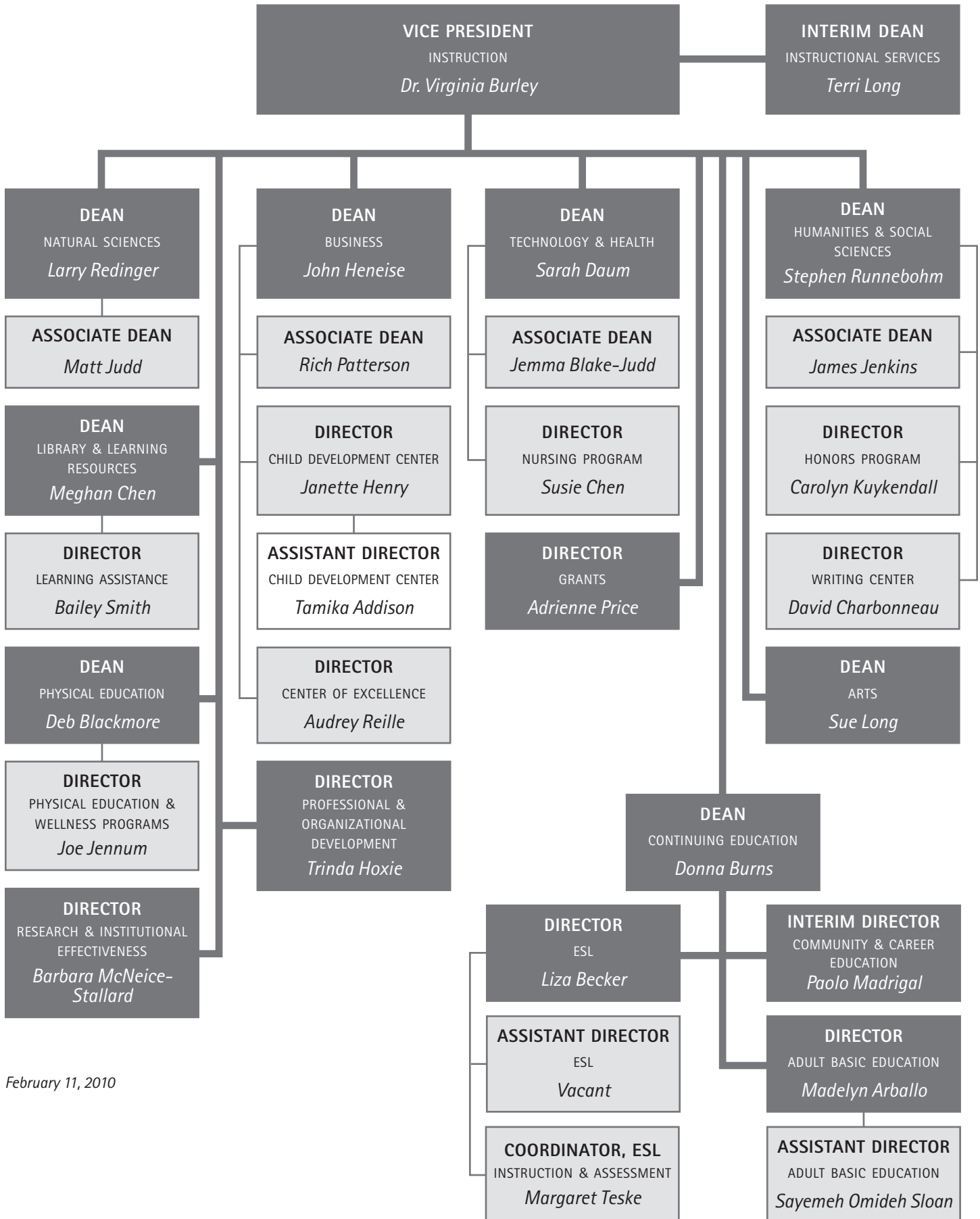
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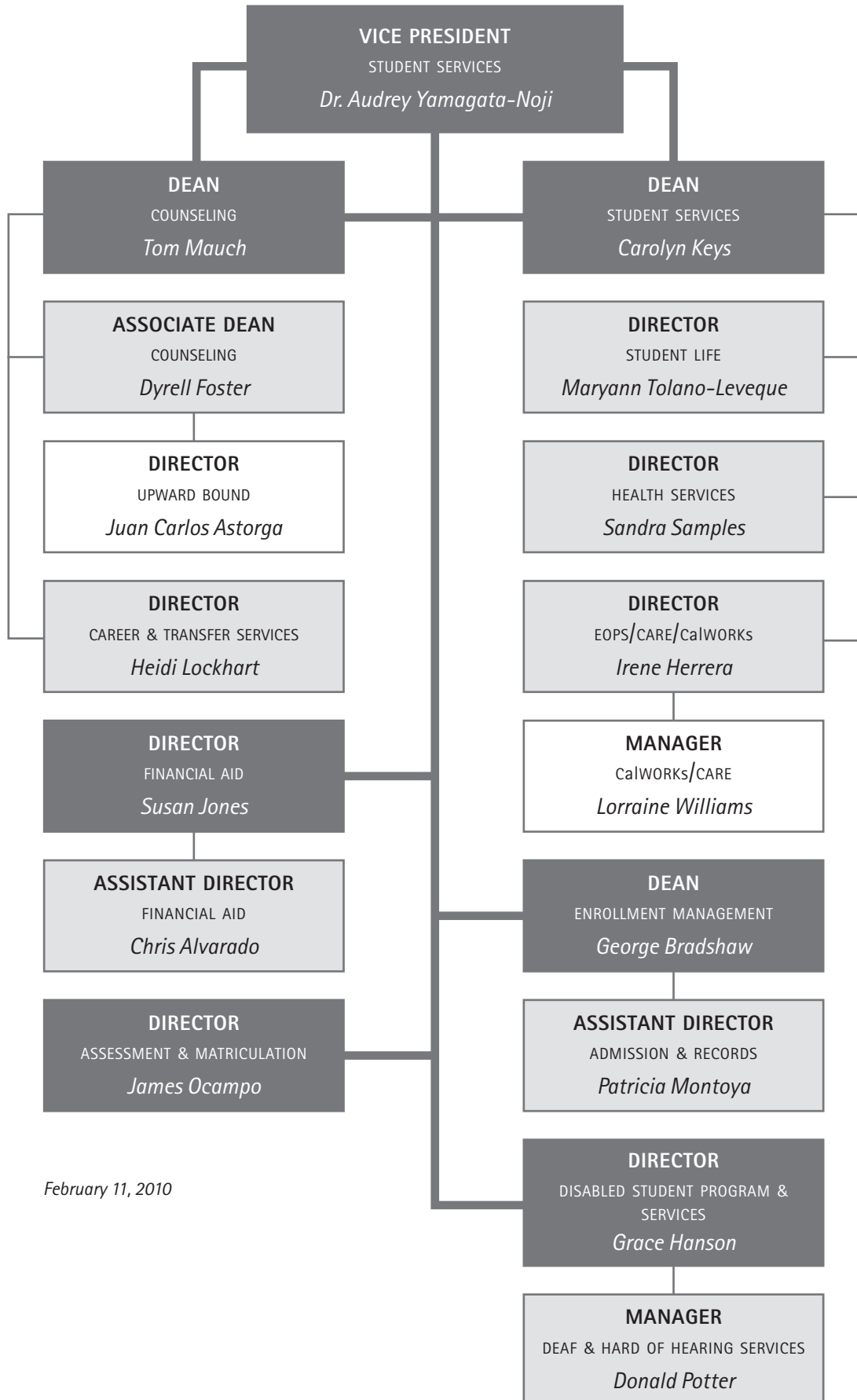
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Mt. San Antonio College • Instructional Services Team



February 11, 2010

Mt. San Antonio College • Student Services Team



## Evidence of Compliance with Eligibility Requirements For Accreditation



# Evidence of Compliance with Eligibility Requirements for Accreditation

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## 1. Authority

Mt. San Antonio College (Mt. SAC) is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) 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 (See *College Catalog—2008-2009*).

## 2. Mission

Mt. SAC's mission is defined and adopted in Board Policy 1200 and is published in the current Catalog and Schedule of Classes. The mission supports the population served by the college, and it clarifies Mt. SAC's commitment to student learning: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence. The college's vision and core values serve to support the intent of the mission as well (See *Board Policy—BP 1200; College Mission, Vision and Core Values*).

## 3. Governing Board

Mt. SAC's governing board is responsible for guaranteeing the quality, the integrity, and the financial stability of the institution as it ensures the achievement of the college mission per Board Policy 2010 and 2715 (See *Board Policies—BP 2010 and 2715*). The membership of the board is appropriate for it to fulfill all board responsibilities per Board Policy 2010 and 2210. The governing board reflects the interest of its constituents and the public in its activities and in its decisions per

Board Policy 2010. None of the board members has ownership or other personal financial interest in the college per Board Policy 2710 and Administrative Procedure 2710 (See *Board Policies; Administrative Procedures*). The Board adheres to its conflict of interest policy as it dutifully ensures the academic and fiscal integrity of the college.

## 4. Chief Executive Officer

Mt. SAC has a Chief Executive Officer (CEO) who has been appointed by the governing board per Board Policy 2430 (See *Board Policies—BP2430*). The CEO administers board policies, and he does not serve as the chair of the governing board.

## 5. Administrative Capacity

The number of administrative staff (73 including Auxiliary Services and new hires since July 2009) at Mt. SAC supports the services necessary to carry out the institution's mission. Their preparation and experience is scrutinized through rigorous Management Employee Selection Procedures delineated in Administrative Procedure 7120 (See *Administrative Procedures*).

## 6. Operational Status

Mt. SAC serves students who are actively pursuing its degree and certificate programs as well as life-long learning goals.

## 7. Degrees

Mt. SAC offers a wide range of educational programs, 90 of which lead to Associate Degrees (See *College Catalog*).

## 8. Educational Programs

Mt. SAC's degree programs fit its mission and are sufficient in their content and length of study required (See *Educational Design Committee; Curriculum and Instruction Council*). Instructors are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record, both of which ensure that courses are conducted with quality and rigor and focus on identified student outcomes, per Faculty Contract Article 18.B., Teaching Faculty Performance Expectancies. 90 degree programs are two academic years in length (See *College Catalog*).

## 9. Academic Credit

Mt. SAC awards academic credit based on accepted practices of higher education per Administrative Procedures 4020 and 4025 and Catalog Section Three: Credits and Grades (See *Administrative Procedures—AP 4020 and 4025; College Catalog*).

## 10. Student Learning and Achievement

Mt. SAC defines and publishes student learning outcomes for many of its courses and programs. The assessment of these outcomes ensures that students completing the college's courses and programs (i.e., degrees and certificates) are achieving these expected outcomes (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

## 11. General Education

Mt. SAC's degree programs feature a component of general education that ensures the breadth of knowledge and promotes the academic inquiry of its students per Administrative Procedure 4025 (See *College Catalog—Section Eight: General Education Requirements and Philosophy; College Schedule of Classes—Graduation Requirements*). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in

the above documents. The college has learning outcomes for the students who complete its general education pattern (See *GEO Assessment 2008-09: Summary of Findings*). The college's General Education program is scrutinized for rigor and quality by the Curriculum Committee (See *Educational Design Committee; Curriculum and Instruction Council*).

## 12. Academic Freedom

At Mt. SAC, both intellectual freedom and independence are guaranteed per Board Policy 4030 and Administrative Procedure 4030 (See *Board Policies; Administrative Procedures; College Catalog—Section Three: Attendance and Enrollment*).

## 13. Faculty

Mt. SAC has 398 full-time faculty members (as of 9 September 2009) who are qualified to conduct the institution's programs, as they have met California State mandated minimum qualifications. Faculty duties and responsibilities are clearly outlined in the Faculty Contract Article 18.B. Teaching Faculty Performance Expectancies (See *Agreement—Mt. San Antonio College District and Faculty Association*).

## 14. Student Services

Mt. SAC provides student services that are supportive of student learning for all of its students per Board Policies 5010-5560 and Administrative Procedures 5010-5550 in alignment with its institutional mission (See *Board Policies; Administrative Procedures; College Catalog—Section Two: Matriculation and Section Four: Student Services*).

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## 15. Admissions

Mt. SAC adheres to admission policies (per Board Policy 5010 and Administrative Procedure 5010-5012) in support of its mission that identify the qualifications of students who are suitable for its programs (See *Board Policies; Administrative Procedures*).

## 16. Information and Learning Resources

Mt. SAC provides to its students sufficient information and learning resources and services in support of its mission and its educational programs (See *College Catalog—Section Five: Student Learning and Learning Resources, and College Schedule of Classes: Campus Services*).

## 17. Financial Resources

Mt. SAC uses and plans for its financial resources so that it adequately supports its student learning programs and services, financial stability is assured, and institutional effectiveness is regularly being improved (See *Board Policies—BP 6200*).

## 18. Financial Accountability

On April 1st of each year, Mt. SAC contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Numbers 34 and 35 using the Business Type Activity Model recommended by the Chancellor's Office committee on Fiscal and Accountability Standards, and it follows the guidelines and requirements as set forth in the California Community Colleges "Contracted District Audit Manual" (See *Contracted District Audit Manual; Financial Audits*).

## 19. Institutional Planning and Evaluation

Mt. SAC evaluates and publicizes how well it is accomplishing its purposes via its mission statement. It has evidence of planning for improvement in all areas. The institution assesses the progress it has made in achieving its goals and uses an evaluation cycle and planning tied to resource allocation to make decisions for improvement (See *Employee Survey; Planning for Institutional Effectiveness; Annual Report; College News and Press Releases; Student Right to Know; Planning for Excellence Newsletters; Basic Skills Coordinating Committee—minutes and annual report; Student Learning Outcomes newsletters, progress reports, and white papers*). The college is implementing campus-wide assessment of student learning outcomes and the routine publication of those outcomes (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

## 20. Public Information

Mt. SAC publishes its catalog and schedule and uploads on its website precise and up-to-date information on the following:

- Official name, address, telephone number(s), and website address of the institution (See *College Catalog*)
- Educational mission (See *College Catalog—Section One: The College*)
- Course, program, and degree offerings (See *College Catalog—Section Seven: Programs of Study Leading to a Certificate; College Catalog—Section Eight: Programs of Study Leading to an Associate Degree; College Catalog—Section Ten: Course Descriptions*)
- Academic calendar and program length (See *College Catalog—College Calendar*)
- Academic freedom statement (See *College Catalog—Section 3: Attendance and Enrollment*)



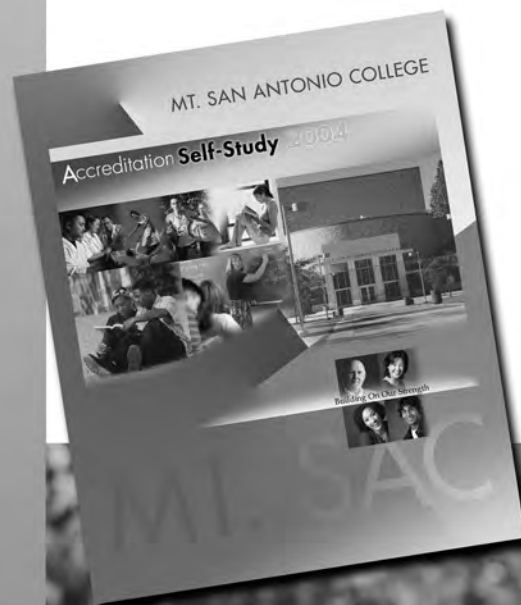
- Available student financial aid (See *College Catalog—Section Four: Student Services and Student Life*)
- Available learning resources (See *College Catalog—Section Five: Instruction and Learning Resources*)
- Names and degrees of administrators and faculty (See *College Catalog—Section Thirteen: The Faculty*)
- Names of governing board members (See *College Catalog—Section One: The College*)
- Admission requirements (See *College Catalog—Section Two: Matriculation*)
- Student fees and other financial obligations (See *College Catalog—Section Two: Matriculation*)
- Degrees, certificates, graduation, and transfer requirements (See *College Catalog—Section Seven: Programs of Study Leading to a Certificate; College Catalog—Section Eight: Programs of Study Leading to an Associate Degree; College Catalog—Section Nine: Transferring to California Colleges and Universities*)
- Academic regulations, including academic honesty (See *College Catalog—Section Twelve: College Policies and Notices*)
- Nondiscrimination policy (See *College Catalog—Section Twelve: College Policies and Notices*)
- Acceptance of transfer credits (See *College Catalog—Section Two: Matriculation*)
- Grievance and complaint procedures (See *College Catalog—Section 12: College Policies and Notices*)
- Sexual harassment policy (See *College Catalog—Section Twelve: College Policies and Notices*)
- Refund of fees (See *College Catalog—Section Two: Matriculation*)

## 21. Relations with Accrediting Commission

Mt. SAC adheres to the eligibility requirements, the accreditation standards, and the policies of the Commission. The college fully agrees to disclose any and all information required by the Commission (See *Board Policies—BP 3200*). The disclosure of the college to the Commission is always honest, timely, and accurate in accordance with Commission policy.

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## Responses to 2004 Recommendations



# Responses to 2004 Recommendations

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## Recommendation 1:

*"To support the momentum and progress in addressing the college's themes of student learning outcomes (SLOs), and self-reflective dialogue, the team recommends, a) that the college, as a whole, analyze what is already part of their culture, and address gaps between old and new planning and assessment paradigms, and, b) using forums, such as the newly formed Institutional Effectiveness Committee, promote recognition of data analysis as evidence."*

## Recommendation 2.1:

*"In order to build on progress already made on institutional evaluation, planning and improvement, the team recommends the college establish an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation that is driven by the college's mission and goals with clear links between the institutional and program levels. Attention should be paid to the appropriate uses of data and evidence, documentation, communication, and mechanisms to assure systematic review . . . "*

**Note: Because Recommendations 1 and 2.1 require identical responses, the college will address them together.**

When this recommendation was written in 2004, the Institutional Effectiveness Committee (IEC) had been recently formed, and it was just beginning to function as the body that reviews data and makes recommendations to the college about its institutional effectiveness. As evidenced in the 2007 Midterm Report and through the IEC's web page, the committee continues its numerous thoughtful changes to the college's planning and evaluation processes (See *Institutional Effectiveness Committee; PIE documents (archive)*). The committee's specific functions and

activities fall into the following categories: planning consistency and coordination, meta evaluation, and accountability. The IEC is now central to the college's effectiveness efforts, as it has the responsibility for institutional assessment, evaluation, and coordination of activities leading to improvement of institutional effectiveness. The membership of the committee is inclusive of all constituencies on campus.

The program review process called Planning for Institutional Effectiveness (PIE) allows for and requires the use of data for decision-making and allows for an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation driven by the college's mission and goals with clear links between the institutional and program levels (See *PIE documents (archive)*). The model requires teams to decide if they need to do further research using a student learning outcome (SLO) (i.e., what students will be able to think, know, do, or feel because of a given educational experience), an administrative unit objective (AUO) (i.e., what clients experience, receive or understand as a result of a given service), or a strategic action (SA) (i.e., the steps that an Academic Program or Administrative Unit may take in order to achieve their goals.). This framework requires the teams to evaluate the internal and external conditions impacting their area, to gather and evaluate all pertinent data, and use this information to create their goal, their SLO, AUO, or SA, and their criteria for success and a means of assessment, and to collect, to analyze, and to use the data for quality improvement. When appropriate, general education outcomes (GEOs) (i.e., statements that define the knowledge, skills, and perspectives acquired by students who satisfy Mt. SAC's general education requirements) are also included in PIE. Teams are asked to indicate what resources (monetary and nonmonetary) they would need to improve their

courses, programs or services. This list of resources is used in the budget process for allocation of resources and provides a guiding framework for the major departments across campus (e.g., Facilities Planning and Management). An intensive evaluation of the process and synthesis of the data is done each year by IEC and placed on its website (See *PIE documents (archive)*). Improvements to the process are accomplished each year both to allow for systematic improvement and for institutional effectiveness. Changes are made carefully and thoughtfully to minimize major shifts so that departments do not need to learn many new aspects for the next year's iteration; the college realizes that for a new system to become institutionalized, a certain amount of continuity in the process must be evident from year-to-year along with some changes for improvement as requested by the users. In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

Also as evidenced in the 2007 Midterm Report, the college's budget processes have been restructured for optimal effectiveness and greater consistency with college-wide planning process. The Purpose and Function statement of the college's Budget Committee has been revised so that it better articulates the place of the committee in the resource allocation process (See *Budget Committee*). The Budget Committee recently completed revisions to the budget process that reinforce the intent that planning guides resource allocation. The process has departments and units align their current ongoing resources with their Program Review planning. That is, each department/unit allocates the resources it has so as best to meet its department/unit program review (PIE) goals. At times, departments/units will request monies in addition to their budgeted amounts (budgeted amounts are generally the amounts allocated the previous fiscal year). The revised process ensures that prioritization for these funds, too, should be made based on Program Review goals. It is the intent of the Budget Committee that planning drives budget (See *Budget Committee; Budget Process Memo 2006-07*).

In addition to annually revising the Program Review submission documents each year, addressing input from all units that use the documents, IEC has facilitated the inclusion of Strategic Objectives for each of the college's goals (See *College Goals and Strategic Objectives*). The inclusion of Strategic Objectives allows for data gathering that works to inform planning for the college. The creation of the Strategic Objectives led to the creation of the college's Strategic Plan. The college's Strategic Plan illustrates the integrated planning that is driven by the college's mission and goals. Parallel to this model, each college committee aligns its goals to the college goals, and an evaluation summary of progress is submitted by each committee every year. This summary is reviewed by the President's Advisory Council through the Institutional Effectiveness Committee (IEC) PIE process (See *Institutional Effectiveness Committee; PIE documents (archive)*).

Since 2004, there has been a culture shift at Mt. SAC, and it has resulted in SLOs/AUOs becoming central to the planning that occurs continually at the college. This shift is evidenced by the following:

- The Academic Senate has passed seven resolutions that focus on the SLO process at the college. One of these resolutions gives "Read Only" Access to ePIE, the college's electronic program review documents, so that SLOs/AUOs are communicated to the entire college community who have a sign-in to [myportal.mtac.edu](http://myportal.mtac.edu) (See *Academic Senate Resolutions*).
- The SLO Committee, under the leadership of the SLO Coordinator, has ensured campus communication about SLOs/AUOs with the release of monthly *SLO Spotlight* newsletters and short papers covering various topics such as "SLOs: The Syllabus and the Course Outline of Record", "Developing Rubrics", "Sampling Techniques for Assessing Course Level SLOs" and GEO perspectives (See *Student Learning Outcomes newsletters, progress reports, and white papers*).
- Departments have worked diligently to meet the goals of the SLO Plan, and their Department Meeting minutes articulate SLO work that has

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been/is being done (See *Course Level Student Learning Outcomes Plan 2008*; *Course Level Student Learning Outcomes Plan 2008—Addendum*; *Student Learning Outcomes newsletters, progress reports, and white papers*).

- The English, Literature, and Journalism Department has formed a sub-committee of its department, the Executive Committee, to focus specifically on developing SLOs, means of assessment, and assessment rubrics.
- The SLO Committee, the GEO Committee, and the Outcomes Committee have led workshops that focus on varying aspects of SLOs and GEOs, including basic introductory information and assessment techniques (See *Committees and Councils*).

A detailed description of the changes the college has made for greater institutional effectiveness may be found in the following documents:

- Institutional Effectiveness Committee—numerous yearly documents on the program review process, its evaluation and link to resource allocation and improvement (See *Institutional Effectiveness Committee*; *PIE documents (archive)*)
- Institutional Effectiveness Committee's (IEC) Current Planning Model (See *Planning for Excellence Newsletters—April 2009*; *PIE documents (current)*)
- Purpose and Goals of Planning and Exploring the Relationship Between SLOs, AUOs, and PIE (See *Planning for Excellence Newsletters—March 2009*)
- Integrated Planning (See *Planning for Excellence Newsletters—June 2009*; *Integrated Planning Summit October 2009*)
- Budget Review and Development Process (See *Budget Review and Development Guide*; *Integrated Planning Summit October 2009*; *Budget Request Process*; *Campus-wide Email to Announce Budget Reduction Guidelines December 2008*; *Campus-wide Email to Announce Budget Reduction Guidelines August 2009*; *Guidelines for Budget Reduction 2008*)

## Recommendation 2.2:

"... The college should consider maximizing the use of the Research and Institutional Effectiveness Office as a resource in planning and evaluation processes within the institution."

When this recommendation was written in 2004, the Research and Institutional Effectiveness (RIE) team was more on the periphery of campus-wide activities. Currently, the RIE Department is very involved in the day-to-day operations of the college. The research team is represented on numerous college committees: Basic Skills Coordinating, Institutional Effectiveness, President's Advisory Council, Matriculation and Assessment, Instruction Management Team, Student Equity, and Outcomes. RIE presents the findings of research, evaluation and assessment to these committees, which prompts further dialogue, self-reflection and planning.

The RIE Department also presents seminal information to the President and his Cabinet (Vice-Presidents). The Cabinet uses this opportunity to evaluate what the findings from the study mean to the college and to determine the next course of action.

The use of research services and evaluation of data across the campus continues to improve. The office was a major contributor to the Basic Skills projects, Equity for All project, and the Title V project, was involved in the SSPIRES learning community grant, and works closely with the Grants office on research activities and contributes to the evaluation component of grant projects.

As a result of many initiatives and actions, the RIE Department plays a more central role in the planning and evaluation processes, as it is involved at multiple stages of the campus-wide planning for institutional effectiveness process (PIE—Planning for Institutional Effectiveness), the program review process at the college. Initially, RIE provides data and direction for departments as they move through their planning cycles. After the PIE summaries are submitted, RIE works with the Institutional Effectiveness Committee

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(IEC) as it evaluates the findings and creates its recommendations. IEC reports these recommendations to President's Advisory Council (PAC), which considers the recommendations and takes appropriate action (See *PIE documents (archive)*). RIE uses a similar model of research, evaluation, and assessment support for other committees, most notable the Basic Skills Coordinating Committee. Each year, RIE produces a summary report outlining the projects that were supported by basic skills money and the research projects that were based on these projects. The report includes a summary sheet that allows for the PIE process for program review to be evident such that it includes the SLO, AUO, or SA, its criteria for success and means of assessment, the results, and how the results will be used for improvement. Starting in spring 2010, ePIE includes an area for basic skills funded reports to document their work.

SLO and GEO efforts are supported by the RIE Department. In 2008, the job description of the Director of RIE was altered to include the duties related to outcomes and to accreditation. The Coordinators for these positions report to the Director. The college hired an Educational Research Assessment Analyst (ERAA) to assist with SLO/AUO training when it began. In 2008, an additional ERAA was hired for the basic skills funded projects. It is the role of those holding these positions to provide research and training support to faculty and staff for major campus assessment initiatives (i.e., student learning outcomes, general education outcomes, and administrative unit objectives) as well as planning and program review. In the fall of 2008, under the leadership of the RIE Department, the college published an SLO/AUO Guidebook that has been a valuable resource as the college community works with SLOs and AUOs (See *Guidebook to SLOs and AUOs*). The Director of RIE and her research team are now a full part of the faculty-led SLO process as the support team, and they are the experts in some of the areas of outcomes assessment. In October 2009, the two ERAA employees accepted employment elsewhere and the positions became vacant; it was through discussions with administration and budget considerations, along with accountability perspectives and SLO/GEO

momentum, that the decision was made by President's Cabinet, while examining all requests-to-hire, not to replace the ERAA position funded by the general fund and to approve replacing the ERAA position funded by Basic Skills. The impact of not filling the one ERAA position is that employees across campus are not able to call a researcher to help with their SLO/AUO work. As of now, the ERAA position that was filled may only work on basic skills related projects; this year, those are only the ones funded through the Basic Skills Initiative.

For the RIE program review process, using the PIE process, the department developed several goals in the areas of: Dialogue, Institutional Effectiveness, Models, Assessment, Data Integrity, Roles at the College, Professional Development, Innovation, and Resources. Through this process, accomplishments for 2008 to 2009 in these areas were highlighted. These goals and the accomplishments that resulted clearly provide evidence that the RIE department is becoming more central as a resource to the research, planning, assessment, and evaluation processes at Mt. SAC (See *Research and Institutional Effectiveness Research Action Plan*).

### Recommendation 3.1:

*"In order to promote institutional commitment and increase effectiveness, the visiting team makes the following recommendation: a) as Mt. San Antonio College heightens its focus on all aspects of institutional effectiveness, including the significant contribution of academic counseling to student learning, the college should make increasing the counseling services available to the general student population a priority . . ."*

When this recommendation was written in 2004, the college was in the process of improving its counselor to student ratio in an effort to increase the counseling services available to the general student population. Numerous changes have occurred in Student Services, which confirms the college's increased awareness of the impact of counselor to student contact and student success. A Title V Grant, expansion of counseling department-led interventions, and increased

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coordination of counseling services with categorical programs have led to the overall increase of counseling services to the general student population.

The first of these improvements was the college-supported hiring of three additional faculty counselor positions, which dramatically lowered the counselor to student ratio. This process began in the fall of 2004 when the college's Academic Senate passed Senate Resolution 04-10 in Support of Counseling Faculty Hiring. The resolution established a goal of hiring additional counseling faculty to reduce the student/counselor ratio to 1:900. In 2005 to 2006, two counselors were hired, followed by the hiring of two additional counselors in 2006 to 2007. As a result, the counselor to student ratio has been lowered from 1:2,531 to a ratio of 1:1,300. While the counselor to student ratio did improve from 2005 to 2006 to 2006 to 2007, there has been some regression in this area. The ratio in 2008 to 2009 was 1:1,500. Four counselors have assignments which take them away from counseling the general student population: athletic counselor; international student counselor; department chair; and articulation officer. Increased student enrollment and added assignments to counselors have reduced the ratio. For 2009 to 2010 the ratio has declined to 1:1,777.

The second of these changes may be seen in the great strides the Counseling Department has made in improving their services to probationary students. Probation Workshops are an additional way for counselors to see more students and to help them maintain their enrollment status. During the workshop, referrals to campus and community services are made, as well as recommendations for specialized coursework designed to address issues which may be impacting a student's academic performance. Depending on a student's continuing academic status, he/she may be required to participate in further interventions related to probationary status, including a student contract, counseling, and a limit of unit enrollment. The addition of more faculty counselors has enabled the department to provide intervention services with first term probationary students. Previously, probation counseling

intervention was focused mainly on students who had been on probation for more than one term.

In late 2006, an online counseling program was initiated; and a web-based appointment scheduling system that is currently in place was being created. The online counseling program follows the Online Counseling Strategic Plan; and Academic Senate Resolution 2006-05, titled Online Counseling, resolves that this service be faculty developed and driven. Between January and December 2007, 3,274 students received online counseling; and between January and October 2008, the online counseling program was used by 5,471 students (See *Online Counseling 2008-2009 Student Satisfaction Report*). This increase in usage provides evidence that access for students is improving.

In a concerted effort to expand counseling services to students, the Counseling Department has initiated several modifications in its service delivery model. For example, at peak periods, counselors are available for walk-in/drop-in meetings with students in order to accommodate more students who are seeking counseling and guidance during the registration process. Specialized workshops for students who are undecided about their majors and for students who are planning to transfer have been successful in providing more comprehensive counseling to students in a group format, thereby increasing the efficiency of student-counselor contact time.

With the expansion of counseling services provided through specialized programs, more students have access to counselors, thereby lessening the overall demand on the Counseling Department counselors. For example, since 2004, one additional counselor has been added in EOPS, two additional counselors have been added in DSPS, and several adjunct counselors have been hired in both of these programs. The college's learning community efforts have also expanded, with the Summer Bridge program growing from 250 to 350 students between 2007 and 2009. The development of Math, English, and Health Careers Learning Communities have provided students with comprehensive counseling through their enrollment in linked counseling classes (See *Learning*

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*Communities*). The end result is that more students have been able to have direct contact with counselors—whether that be through the general counseling department or specialized programs.

### Recommendation 3.2:

*"... to assure students are aware of and can make appropriate use of the student complaint and grievance procedures, the college should include a description of these procedures in the college catalog, schedule of classes, and other appropriate publications. In addition, the existing academic freedom policy should be widely published."*

The appropriate revisions were made to the college catalog and schedule of classes starting in the 2005 to 2006 academic year, and these revisions have become a standard part of the catalogs and schedules (See *College Catalog; College Schedule of Classes*). The student complaint and grievance procedures as well as the academic freedom policy continue to be published in both of these documents. The student complaint and grievance procedures are also included in the annually published and distributed Student Handbook. Further, the college's academic freedom policies are stipulated in the college's Board Policy 4030 and in the Faculty Contract Article 18N: Academic Freedom (See *Board Policies—BP 4030; Agreement—Mt. San Antonio College District and Faculty Association—Article 18N*). The college provides a reminder each year to the persons responsible for these publications of the need to have this information present.

### Recommendation 4.1:

*"... [the college should enhance] self-reflective dialogue, particularly in lateral communications, between the representatives to governance committees and their constituent groups and peers."*

Since this recommendation was written in 2004, one of the most comprehensive efforts to increase communication on campus is the Institutional Effectiveness Committee's re-design of the college's program review process. The IEC now provides the

campus with consistent updates on the new Planning for Institutional Effectiveness (PIE) process through workshops and facilitated training sessions. IEC has also structured the PIE form to prompt a continuous stream of information to campus constituents at each phase (See *PIE documents (current); Planning for Excellence Newsletters—April 2009; Planning for Excellence Newsletter—March 2009; Planning for Excellence Newsletter—June 2009*). The report is housed for ready access on the committee website (See *PIE documents (archive)*).

The President's emphasis on improvement driven by open communication and collaborative inquiry is visible in a wide variety of his activities. The President is available at all Opening and Closing sessions for college employees in the fall and spring semesters through an open question and answer period when college employees may voice particular concerns (See *Open Forum Announcement—May 2008; Opening Meeting Q & A—Spring 2008*). The President meets regularly with constituent group leaders to discuss important issues and share planning perspectives. The groups' leaders include, but are not limited to, Academic Senate, Faculty Association, Associated Students, Classified Senate, CSEA Chapters 262 and 651, and Board members. The President also attends public meetings to discuss issues further with group members. The President sends out monthly letters to the campus community that contain updates and information on current issues affecting the college (See *President's Monthly Letters*). Also, the President holds open office hours twice a month for any employee to drop-by and speak with him; within this open-email communication, he also indicates that he is free for other appointments (See *President's Open Office Hours*). Clearly, there are many avenues that employees may use to have dialogue with the President.

The goals of the college are reviewed and revised yearly, with one goal stating that "the college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus." The first strategic objective listed under this goal stated that "by the end of fall 2009, the college will be able to measure an increase

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in employee satisfaction with communications by 5% from both the OSS Employee Survey (fall 2007=46%) as well as the Participatory Governance Survey (average of 58.9% for spring 2008) (See *College Goals and Strategic Objectives*).

In fall 2009, most of the governance questions were added to the OSS Employee Survey (See *Employee Survey 2009*). This process allowed more employees to complete the governance questions, as this survey tends to have over 700 respondents; however, merging the two surveys meant that some of the governance questions needed to be re-worded and some of the response choices changed. Thus, comparing the 2008 to the 2009 results is not always valid. Although the 2009 results are documented below along with the 2008 results, when appropriate, doing a comparison from one

year to the next for policy or decision-making purposes is discouraged. A simple review of the trends should be done with caution. Only those questions with a "\*" beside them can be compared. The next OSS Employee Survey should again include these "over the past year" questions to allow for proper comparisons.

Examining the 2009 governance results indicate areas for improvement such as there is still a need for the representatives to provide feedback to their constituents, employees did not feel they had a say in decisions that impacted the college, and they were unsure of their role in the participatory governance process. The amount of information provided by the College President and the Board of Trustees was favorable.

Item Detail Categorized by Scale	Percent Favorable	
	2009	2008
<b>Over the Past Year (overall average favorable response)</b>	<b>45%</b>	
Over the past year, I was content with the amount of information I received on the major issues being addressed by the College President. (Note: In 2008, the word "College" was not present)	75%	49%
Over the past year, I was content with the amount of information I received on the major issues being addressed by the Board of Trustees.	54%	58%
Over the past year, I was content with the amount of information I received on the Budget decisions that directly affected my work area.	55%	N/A
*Over the past year, I had a say in decisions that impacted student learning.	41%	45%
Over the past year, I was comfortable with my level of involvement in decisions that impacted student learning.	50%	N/A
Over the past year, I was informed about decisions made by the College President that affected my work. (Note: In 2008, the word "College" was not present)	64%	60%
*Over the past year, I was informed about decisions made by the Board of Trustees that affected my work.	49%	42%

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Item Detail Categorized by Scale	Percent Favorable	
	2009	2008
*Over the past year, I felt free to disagree with comments or actions made by my participatory governance representative(s).	40%	53%
*Over the past year, I had a say in decisions that impacted the College.	28%	40%
*Over the past year, the Academic Senate had primary responsibility for decisions that impacted student learning.	32%	51%
*Over the past year, I knew my role in the participatory governance process.	35%	40%
Over the past year, I was content with the amount of information I receive about the mission and goals of my participatory governance area (faculty, mgmt., classified).	49%	60%
Over the past year, I was content with the amount of information I receive about the communications with my participatory governance representative(s).	45%	60%
Over the past year, I was content with the amount of information I receive about the results of the participatory governance committees'/ councils' self-evaluations.	34%	57%
Over the past year, I was content with the amount of information I receive about the changes in Educational Code or Law that affect my job.	32%	44%
Over the past year, I was content with the amount of information I receive about the major issues currently being addressed by participatory governance representatives.	39%	35%
* Indicates results are comparable by year		

One example of an opportunity for dialogue can be found in the following area. The original assessment by the Dean, Instructional Services for its Administrative Unit Objective (AUO) did not return an adequate number of responses for assessment via its program review. Thus, additional informal classified staff meetings were held, and an additional assessment was completed. The responses to this cycle were adequate, and the results were studied. All of those

who attended the staff meetings responded that the meeting was effective. Further, while all were in favor of continuing to have face-to-face meetings, some stated that a combination of face-to-face meetings and listserv discussions would be most effective for future communications. The Instruction Office plans to hold informal classified staff meetings at least every other month and to use a listserv for discussion between meetings as needed.

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Academic Department Meeting minutes include reports given by each department's representatives to the Academic Senate and the Faculty Association. The representatives to these groups take the responsibility to advise their constituents of action taken at the meetings. The representatives discuss current issues with their departments, obtain feedback, and share this feedback during discussion at the Academic Senate and Faculty Association Meetings. Senate meetings are posted on the web, and emails are sent regularly announcing their availability. Anyone can attend a Senate meeting as a guest.

The GEO Committee, chaired by the GEO Coordinator, led multi-disciplinary workshops in which participants wrote General Education Outcomes for the college (See *GEO Accomplishments*). Once the outcomes were written, participants worked to complete means of assessment for the outcomes as well as to indicate criteria for success. Then, rubrics for measuring the assessment were created. The results of these workshops as well as the findings were shared college wide (See *GEO Assessment 2008-09: Summary of Findings*).

The Academic Senate resolution approving "Read-Only" access to ePIE, the college's program review documents, enhances self-reflective dialogue through available communication among departments about their SLOs. Resolution 2009-02—Transparency of SLOs/GEOs passed with the unanimous support of the Senators. In fall 2009, the first release of this document was made available via the employees' and the students' Luminis accounts (See *Academic Senate Resolution; My Portal*).

The implementation of Banner, the college's Enterprise Application System (EAS), has included representatives from all of the college's constituent groups. This system allows for ease of integrated planning, lateral communication, and self-reflective dialogue. The Banner Steering Committee reports regularly to President's Cabinet (See *Banner Steering Committee*).

Some Team meetings have cross-team representation as needed. This is apparent in the Instruction Management Team meetings, which also include managers from

Student Services and Information Technology. Each group is asked to contribute to the team's discussions and to report-out any updates or discussion issues from their areas. This type of communication allows for greater efficiency of college operations.

The alteration of the membership of the Academic Mutual Agreement Council (AMAC) to include the Vice-President of Student Services is one of the most positive changes Mt. SAC has made to its governance practices (See *Academic Mutual Agreement Council*). It has also served to increase the level of communication on campus. Traditionally reserved for the President or his designee, (currently the Vice-President of Instruction) and the Academic Senate President and Vice President, it is utilized to achieve consensus in decision-making on academic and professional matters as outlined by Title V. The inclusion of the Vice-President of Student Services has reinforced the logical connection between Instruction and Student Services, helped to unify the college's efforts to improve student retention and success, and given credence to its commitment to improving campus-wide dialog.

Another area in which increased efforts to improve the college's effectiveness through cross campus dialogue is seen in the use of input from staff on health and safety issues. The committee is comprised of representatives from both classified units and the faculty association, a human resources and physical education designee, a student representative, and management from the Risk Management, Health Services, Public Safety and Facilities and Operations departments. Membership on this committee is dependent upon the functions of the committee. As additional functions are added or removed, a change in membership may be warranted. The Health and Safety Committee reviews both its purpose and function statement and its membership annually (See *Health and Safety Committee*).

In an effort to increase effective communication across the campus, the President's Advisory Council (PAC) focused on decreasing the bureaucracy on campus (See *President's Advisory Council*). In 2006, PAC re-evaluated the membership, the purpose, and the function of all Governance and Operational Committees.

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Also in 2006, PAC recommended that each committee complete its own annual evaluation of activities and accomplishments to be posted on the college website along with the committee's minutes.

The Marketing and Public Affairs Office was re-structured and re-directed to focus on optimal communication, not only with the surrounding community but also within and among the campus constituencies. These changes have resulted in a central coordination of information that allows for more timely and effective dissemination of information campus wide. Mt. SAC's Marketing and Public Affairs Department's focus on improvement has been formally recognized by outside agencies numerous times since the 2004 Self-Study (See *Marketing and Public Affairs; Employee News and Info*).

The college acknowledges that increasing its self-reflective dialogue and the effectiveness of its lateral communications will be a continuous strategy used to improve its institutional effectiveness. This is confirmed by the results of the college's Employee Survey in May 2007 and September 2009, which revealed that despite the college's re-structured communications process and revitalized approach to cross campus dialog, employees continue to be dissatisfied with the quality of communication process on campus (See *Mt. SAC Fact Book*). In the 2007 to 2008 academic year, the college used this recent Employee Survey data to prompt self-reflective discussions regarding additional improvements that must be made in the coming year to address this issue (See *Instruction Team Management Effectiveness: Mt. SAC's Opportunity for Dialogue 2009*).

#### Recommendation 4.2:

*"... the Board of Trustees [should] give serious consideration to developing good practices in self-reflective dialogue and, through their leadership, promote institutional integrity through candid self-evaluation and continuing board training."*

#### Self-Evaluation and Self-reflective Dialogue:

On a yearly basis, the Board completes a self-evaluation of its role and achievements at Mt. SAC.

These evaluations are conducted each year at Board retreats and are done in open session. The results are available to those who request them. The evaluation includes self-reflection on areas such as the Board's organization and the Board's role in policy discussion and community relations. These sessions are part of the process used to evaluate the impact of the Board on the college and to provide direction for policy changes. The Board's self-evaluation process (BP 2745) has prompted a number of important changes to Board Policies and will continue to be a valuable tool to assess the Board's impact on the college (See *Board Self-Evaluation Form; Board Evaluation 2005; Board Evaluation 2006; Board Evaluation 2008; Board Evaluation 2009; Board Evaluation 2010*).

Although AB 1234 mandates University Boards undergo ethics training, it does not require the same of Community College Boards. In spite of this, Mt. SAC's Board members invited a presenter from the law firm the college has used for many years to conduct an informal training at Mt. SAC in 2009, entitled, *Upholding Board Ethics—Ethical Challenges for Elected Officials*. The Revision to the Board Policy on the Code of Ethics (See *Board Policies—BP2715*) came about during a self-study session when the Board evaluated its operations in light of the training described above.

On a yearly basis, the Board of Trustees reviews, revises and develops Board Policies after they have been reviewed by the appropriate groups on campus (See *Board Policies; Administrative Procedures*).

During 2004 to 2005 the Board updated the following policies relating to its own operations:

- BP 2740—Board Education (3/2004)
- BP 2745—Board Self-Evaluation (3/2004)
- BP 2715—Code of Ethics/Standards of Practice (11/2005)

During 2006 to 2007 the Board created three new policies and updated the following policies:

- BP 3050—Institutional Code of Ethics (New policy) (7/2006)

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- BP 2200—Board Duties and Responsibilities (New policy) (11/2006)
- BP 2105—Election of Student Member (11/2006)
- BP 2725—Board Member Compensation (11/2006)
- BP 3410—Nondiscrimination (11/2006)
- BP 3540—Sexual and Other Assaults on Campus (11/2006)
- BP 3720—Computer Use (11/2006)
- BP 6800—Safety (11/2006)
- BP 6900—Bookstores (11/2006)
- BP 7335—Health Examination (11/2006)
- BP 6530—Closed Circuit Television Surveillance Systems (New policy) (1/2007)
- BP 3255—Participation in Local Decision Making (1/2007)
- BP 4020—Program and Curriculum Development (1/2007)
- BP 4025—Philosophy and Criteria for Associate Degree and General Education (1/2007)
- BP 4050—Articulation (1/2007)
- BP 4100—Graduation Requirements for Degrees and Certificates (1/2007)
- BP 4220—Standards of Scholarship, Satisfactory Progress and Probation and Dismissal (1/2007)
- BP 4225—Course Repetition (1/2007)
- BP 4230—Grading Symbols (1/2007)
- BP 4235—Credit by Examination (1/2007)
- BP 4240—Academic Renewal Without Course Repetition (1/2007)
- BP 5050—Matriculation (1/2007)
- BP 5100—Probation, Dismissal, and Readmission (1/2007)
- BP 2015—Student Member (4/2007—the Board was legally required to review BP 2015. No changes were made)

During 2007 to 2008, the Board updated the following policies:

- BP 5030—Fees (9/2007)
- BP 2220—Committees of the Board (2/2008)
- BP 3250—Institutional Planning (2/2008)
- BP 4225—Course Repetition (2/2008)
- BP 4230—Grading Symbols (2/2008)

- BP 4250 (formerly 5100)—Probation, Dismissal, Reinstatement (2/2008)
- BP 4260—Prerequisites, Co-requisites, and Advisories (2/2008)
- BP 4400—Community Service Programs (2/2008)
- BP 2725—Board Member Compensation (3/2008)

During 2008 to 2009, the Board created one new policy and updated the following policies:

- BP 1200—College Mission (07/2008)
- BP 2015—Student Member (07/2008)
- BP 5050—Matriculation (09/2008)
- BP 3505—Use of Force (New policy) (10/2008)
- BP 2432—College President/CEO Succession (04/2009)

During Fall 2009, the Board updated the following policies:

- BP 2745—Board Self-Evaluation
- BP 5010—Admissions

## Standard I: Institutional Mission and Effectiveness



# Standard I

## Institutional Mission and Effectiveness

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**T**he institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

### I.A. Descriptive Summary

Mt. San Antonio College's (Mt. SAC's) educational purpose, intended student population, and commitment to learning are outlined in the following statement of its mission, vision, and core values (See *College Mission, Vision and Core Values*). The college mission statement was revised in April 2008.

"The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence."

Through its vision statement, "Mt. SAC strives to be regarded as one of the premier community colleges in the nation." The college "will be viewed as a leader in community college teaching, programs, and services. As a premier community college," Mt. SAC "will provide access to quality, focusing on student success within a climate of integrity and respect." The college "will earn this reputation by consistently exceeding the

expectations of our students, our staff, and our community."

The following are Mt. SAC's core values:

- **Integrity**—We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- **Diversity**—We respect and welcome all differences, and we foster equal participation 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 in our planning and actions.
- **Life-Long 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.

The mission statement unmistakably expresses that the charge of the college is to support students in attaining their various educational goals, while providing a supportive environment for the diverse student population. The college's mission statement is further supported by Mt. SAC's core values. The vision statement focuses on providing quality programs for students, while core values include Integrity, Diversity, Community Building, Student Focus, Life-Long Learning, and Positive Spirit.

The college has built into its planning models (e.g., program review, educational master plan, etc.) the need to stay informed by the goals and educational needs of the current and prospective students. Based on these needs, when the college's mission statement is reviewed, last done in April 2008, these needs are taken into consideration and modifications are made

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accordingly, not only to the college mission, but also to the programs and services at the college that are derived from that mission (See *Board of Trustees Minutes—April 2008*). In essence, the college's mission statement drives the planning processes that include programs, services, and allocation of resources. It is through the mission-driven process that the college demonstrates its commitment to its mission.

The college has numerous programs and services that support the diverse students and their learning needs, such as Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Learning Communities (e.g., Bridge), African American Mentorship program (i.e., ASPIRE (African American Student Program Inspiring Responsibility for Education)), Honors Program, Tutorial Services, and Counseling, and several programs for noncredit special populations, to mention a few. Through the many planning efforts such as program review (known as Planning for Institutional Effectiveness and affectionately called PIE), the college is keeping a pulse on the diverse needs of its students.

The college continues its ongoing annual planning and assessment effort through its PIE process to address student learning (See *Planning for Excellence Newsletters—April 2009*). Within this process, courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), administrative unit objectives (AUOs), assessments, and results. As SLOs are part of the program review process (i.e., PIE), it is clear that the college is emphasizing achievement of student learning. The goals of courses, programs, departments, and service units are derived from data from the previous year's PIEs. Current internal and external conditions, including needs of students and employers, as indicated by occupational advisory committees, are also used for the data and to help with evaluating and creating goals for the next year. Since 2004, the Research and Institutional Effectiveness (RIE) team (See *RIE (Research) Newsletter—May 2008*) and the college's SLO faculty leaders, together with Instruction and Student Services teams, have pursued the development and assessment of SLOs;

the college continually monitors each division's progress through regular reports to the SLO faculty leaders, Vice Presidents, managers, and college community (via campus announcements and website documents). Additionally, since 2004 and documented through the electronic PIE process (called ePIE), a few departments have completed at least one full cycle of the planning–assessment process for course-level SLOs, demonstrating that departments used results to modify their practice (See *ePIE documents (archive)*). The departments have been doing the PIE cycle for years, so other planning cycles have been achieved such as those for administrative unit objectives (AUOs—such as client satisfaction) and strategic Actions (SAs). In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

## I.A. Self-Evaluation

The college is confident in its current efforts and directions in creating and using a mission statement that reflects the needs of the diverse student population and commitment to student learning. The college continues to believe that a frequent review of its mission statement is critical to its planning endeavors, as the mission statement drives all that occurs at the college. Based on the mission statement review, an alignment with the programs and services leads the college to conclude that it is offering what the current and future students need. The program review process known as PIE along with many other endeavors on campus allow the college to document student learning outcomes in a manner that includes collegial dialogue and self-reflection.

The college meets the standard.

## I.A. Planning Agenda

The college is confident in its current efforts and directions in assuring that the college's mission defines its educational purposes, its student population, and its commitment to student learning. As the current

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planning endeavors are working well, there is no need for new planning efforts.

### I.A.1.

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### I.A.1. Descriptive Summary

The depth and breadth of the college's mission statement is evident. "The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence" (See *President's Advisory Council—minutes April 2008; College Mission, Vision, and Core Values*). The college aligns its programs and services to account for the diverse learning needs and educational goals of its students (See *President's Monthly Letter—August 12, 2008 and November 17, 2009*).

Through the Research and Institutional Effectiveness (RIE) Department, the college conducts numerous research, evaluation, and assessment studies that support and align with the college's mission statement. These studies sustain current program review as well as future program needs and assessment directions. Research, evaluation, and assessment studies may focus on many topics such as the satisfaction of the students, the grade point averages, the degree or certificate attainment, the job placement or the transfer-level, and the degree of achievement of the student learning outcome (SLO) to mention a few. It is through these ad hoc yet methodically planned research studies that programs can specifically focus their attention on evaluating definitive aspects of their programs and use the results of their studies for self-reflective, collegial dialogue about program improvement and development of new programs. Some examples of this work can be found in numerous programs across campus such as program review (See *Planning for Institutional Effectiveness (PIE)*), matriculation and other categorical programs (See *Categorical Program Evaluation*), student equity (See *Student Equity Plan 2005; Equity*

*for All*), distance learning (See *Distance Learning Course Success and Retention*), and continuing education (See *Continuing Education Application for Accreditation Study*).

Every few years, the Research and Institutional Effectiveness Department also provides the college with an update of its Mt. SAC Fact Book. The Fact Book provides mostly college-wide data on issues such as success and retention, and it also examines the job placement of the Mt. SAC students who earned degrees and certificates, to mention a few areas (See *Mt. SAC Fact Book*). The Fact Book is used by programs and by the college to evaluate how well students are doing and to provide direction for improvement. The content of the Fact Book is driven by the needs of the college as derived from the college's mission statement.

A critical component of the college's PIE process is assessment on multiple levels. Individual departments and service units set goals, plan assessments, collect data, and report on use of results. Departments and units are also required to furnish the accomplishments of the previous year, which may include assessment data. Data and attendant analysis are requisite rationale for requests for resources. This department or unit level planning and assessment are reviewed by division deans and unit managers, synthesized and evaluated by the Vice Presidents, President's Advisory Council, and the Institutional Effectiveness Committee. Throughout this process, the Research and Institutional Effectiveness Department provides timely and specific technical assistance on criteria for success, means of assessment, use of results, and guidance and summary reports. Additionally, RIE's intimate and early involvement in the department and unit level assessment planning offers another measure of the college's quality control in its assessment process (See *Planning for Excellence Newsletters—April 2009; Planning for Excellence Newsletters—March 2009; PIE documents (archive)*).

The college's Academic Senate is responsible for making recommendations to administration and, through the college President, to communicate with the Board of Trustees on policy development and implementation with respect to academic and professional matters (See

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*Academic Senate*). The Board of Trustees primarily relies upon the Academic Senate on curriculum, including establishing prerequisites and placing courses within disciplines, degree requirements, grading policies, educational program development, standards and policies for student preparation and success, and policies for faculty professional development. The Academic Senate and the college President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature stipulated in Title 5, Division 6, Chapter 4, Subchapter 2, Article 2, Academic Senates, Sections 53200-53204 (See *Academic Senate; California Code of Regulations; Budget Committee; Budget Process Memo 2006-07; Budget Request Process*).

Academic Senate committees examine and make improvements through its review and recommendations process on student success, such as Assessment and Matriculation, Student Equity, and Distance Learning (See *Academic Senate*). The Assessment and Matriculation Committee, for example, commissions the Research and Institutional Effectiveness Department and itself conducts studies on students' placement in mathematics, writing, and reading; orientation to college; and counseling.

Student Services utilizes multiple methodologies to develop and to establish services and programs to address the unique attributes of the college's student population. Individual department evaluations, division-wide planning meetings, quantitative and qualitative studies, program review (PIE), annual categorical reports, and college-wide plans such as the Student Equity Plan, the Equity for All report, and the Basic Skills plan are used to inform Student Services regarding the needs of the student population. The Cooperative Institutional Research Project (CIRP) survey of incoming freshmen students along with reports such as assessment (placement test) result trends and orientation surveys provide critical insight to understanding the incoming students (See *Mt. SAC Fact Book—Cooperative Institutional Research Project*).

Several key governance committees (Student Preparation and Success Council, Student Equity Committee, Assessment and Matriculation Committee) regularly examine data and reports to review issues and concerns related to diversity, equity, and student success. The Student Equity Committee examines data on student equity in terms of basic skills, disability, English as a second language, race/ethnicity, and gender on issues of access, course completion, and certificate and degree attainment (See *Student Equity Plan*). The Student Equity Committee uses the data to inform the campus community about the state of student success. An example of the group's use of results from its Student Equity Plan is the birth of programs such as the ASPIRE (African American Student Program Inspiring Responsibility for Education) program directly in response to the achievement gap of African American students, especially males, compared to their white and Asian counterparts. The Bridge Program, having celebrated its tenth anniversary on campus, doubled the number of students served in 2008 and 2009, thanks in part to the funding of a United States Department of Education Title V grant. Bridge Program participants continue to outperform their counterparts in non-learning communities courses in English by remarkable margins (See *Learning Communities*).

The ASPIRE (African American Student Program Inspiring Responsibility for Education) program is a student support program aimed at addressing retention/persistence among African-American and other students at Mt. San Antonio College. The ASPIRE program serves to assist students in achieving academic success through mentoring, progress monitoring, counseling, and advisement. ASPIRE has shown to be successful in developing a sense of community among African American students, other students, faculty, staff, and administrators. ASPIRE also offers learning communities that utilize culturally relevant curriculum for further academic retention, persistence, and success. More than 80 students actively participated in the ASPIRE program, and over 25 faculty, staff, and administrators serve as mentors for the ASPIRE program. The program is based on a mentoring program, in which ASPIRE mentors provide support to students on a one-to-one

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basis by informing them of academic, personal, career, and financial resources available to them on campus, thus helping them actively to engage within the campus community (See *ASPIRE*).

Efforts to create and sustain an institutional culture supportive of transfer have resulted in remarkable achievements related to the successful transfer of students (See *Transfer Center*). The large number of transferable courses and comprehensive transfer services Mt. SAC offers, as well as the number of students accepted for transfer, demonstrates the college's commitment to preparing students for transition to four-year institutions. Mt. SAC consistently sends some of the highest numbers of students to University of California (UC) and California State University (CSU) out of all community colleges (See *Mt. SAC Fact Book—Transfer: Campus Report for University of California and California State University 1990 to 2009*). In addition, 83 percent of Mt. SAC students who applied for the University of California in fall 2008 were admitted. This exceeds the 81 percent admit rate for all California community colleges. Additionally, out of the 110 community colleges in the state of California, Mt. SAC ranked 6th in the numbers of transfers to UC and CSU combined; 11th in the number of transfers accepted to UC and 2nd in the number of transfers accepted to CSU. Mt. SAC students are admitted to prestigious institutions such as UC Berkeley, UCLA, USC, Pitzer College, and NYU.

Mt. SAC not only has successfully developed programs to meet the needs of its at-risk student population, but also it has integrated and expanded them to reach more students. Through the U.S. Department of Education Title V grant, the college created the Writing Center, increased learning communities, provided counseling to students on probation status, and improved student success, particularly among basic skills and Hispanic students. Additionally, Title V funded early alert pilots for students in basic skills composition courses to study the impact of intrusive, earlier interventions, including success workshops, counseling, tutoring, and peer advising (See *Title V Annual Performance Reports Years 1 & 2 on tutoring and counseling activities*).

The Continuing Education Division promotes student success by providing diverse students with access to quality programs and services designed to support transition from noncredit to college and career (See *Continuing Education*). Both English as a Second Language (ESL) and Adult Basic Education (ABE) programs offer matriculation support through career conferences, transition workshops, and counseling. ESL advanced-level language courses are articulated with American Language (AMLA) courses to promote a seamless transition of non-native English speakers into college credit programs. Vocational ESL (VESL) Career Paths is modeled as a bridge program to facilitate transition of pre-collegiate ESL cohorts from noncredit to credit as well as for career advancement. As part of a transition effort, the Adult High School Diploma Program encourages students concurrently to enroll in noncredit high school courses and credit college courses. The ABE Mentoring Program provides one-on-one support to ABE students to attend college and to pursue career goals. These efforts combine to extend learning opportunities for students entering Mt. SAC through continuing education programs (See *Adult Basic Education and ESL Program Evidence*).

The Distance Learning Committee (DLC) also commissions studies on student retention and success, especially in online and hybrid classes (i.e., classroom and online) compared both to traditional classes and to state and national averages. Its annual strategic plan is presented to Academic Senate for information, and it works through the Curriculum and Instruction Council to make recommendations on processes, procedures, and technologies that have an impact on student success and retention. The DLC aligns its planning with the college's PIE process, and two of the committee's goals address student retention and success. Moreover, the DLC is assessing the feasibility of offering sufficient courses in the online and/or hybrid mode(s) so that students may complete a degree entirely online (See *Distance Learning Committee; Distance Learning Course Success and Retention; Questions to Aid in the Evaluation of Distance Learning; Substantive Change 2009*).

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One further example of the college providing programs and services aligned with its student population can be found in the results from its student survey. The Community College Survey of Student Engagement (CCSSE) indicates that 78% of responding students feel that Mt. SAC provides them with the support they need to succeed in college (See *Mt. SAC Fact Book—Student Engagement*).

### I.A.1. Self-Evaluation

The college is confident in its current efforts and directions in that it establishes student learning programs and services aligned with its purposes, its character, and its student population.

The college's mission statement is created from and driven by the needs of the current and future students, and it drives the programs and services created and supported with resources. The college will continue to respond to current student and community needs for transfer, for career, and for life-long learning programs; the college will keep up-to-date on the changes and reflect them in the college's mission statement, programs, and services offered.

The DLC is assessing the feasibility of offering sufficient courses in the online and/or hybrid mode(s) so that students may complete a degree entirely online. A student survey for the degree of interest should be implemented to inform the DLC's consideration for any recommendations to the faculty about this topic and any potential increase of converting current traditional courses to online or hybrid mode.

The college meets the standard.

### I.A.1. Planning Agenda

The college is confident in its current efforts and directions in assuring that its student learning programs and services are aligned with its purposes, its character, and its student population. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.A.2.

**The mission statement is approved by the governing board and published.**

### I.A.2. Descriptive Summary

Mt. SAC's mission statement is approved by its Board of Trustees and is published in many public places. Using a participatory governance process, the President's Advisory Council (PAC) regularly reviews and suggests revisions to the college's mission statement. The mission statement is then forwarded to the Board of Trustees for its consideration and approval. The mission statement was officially adopted by the college and approved by the Board of Trustees on April 23, 2008. "The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence." (See *Board of Trustee Minutes—April 2008; President's Advisory Council—minutes January, February and April 2008; College Mission, Vision and Core Values*). The mission statement was placed throughout the college in meeting rooms and classrooms. The mission statement was also published in the College Catalog, under Section One "The College," and in the College Schedule of Classes. The college's planning documents (e.g., program review (Planning for Institutional Effectiveness (PIE)), Educational Master Plan, etc.) also contain the college's mission statement, as it is the mission statement that drives the programs and services offered (See *PIE documents (archive); Educational Master Plan*). The next review of the mission statement will occur in January 2011 with PAC, whose members are given a month to review it with their constituencies, and then to the Board of Trustees for their review, first reading, and final approval.

### I.A.2. Self-Evaluation

The college is confident in its current efforts and directions in having the mission statement revised, published, and approved by the Board of Trustees. The mission statement is published and approved by the Board of Trustees, it represents the needs of the current

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and future students of the college, and it is broadly disseminated throughout many planning documents and is used to drive planning endeavors. The process for posting the mission in buildings on campus is an on-going affirmation of the value the college places on the statement.

The college meets the standard.

### I.A.2. Planning Agenda

The college is confident in its current efforts and directions in assuring that its mission statement is reviewed and revised using a participatory governance process (e.g., PAC), is reviewed and approved by the governing board, is used as the basis for activities at the college, and is published in many documents and plans and throughout the college. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.A.3.

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

### I.A.3. Descriptive Summary

Per Board Policy 1200: The Function of President's Advisory Council (PAC) is: ". . . to periodically review and revise the college's Mission, Vision, and Core Values." This revision most recently took place over a number of months in spring 2008 (See *Board Policies—BP 1200*).

On January 2, 2008, the college President commissioned a sub-committee of PAC to re-evaluate the college's current mission statement (See *President's Advisory Council—minutes January 2008*). PAC is a participatory governance committee that is comprised of two students, two classified staff, one confidential representative, five faculty, and three administrative representatives. At this meeting two administrators, one faculty member, and one student volunteered

to sit on the sub-committee, to look at the college's current mission statement, and to report back with recommendations. All PAC members had opportunity for input because they were asked to send any comments/suggestions for the sub-committee's review as soon as possible. The issue was raised that both classified representatives were absent the day that the subcommittee was created. The classified and all members of PAC are given the draft minutes from the meeting and always have the opportunity to ask what was missed from a meeting at which they were not in attendance.

The mission statement sub-committee met and discussed statements in great detail trying to determine what the college was looking for, what the purpose of a mission statement is, and how a mission statement should be used. The subcommittee concluded that the college should have a mission statement that is concise and that people could easily remember. While there was no criticism of the former statements, the sub-committee focused on a single statement.

PAC members were asked to share the suggested new mission statement with their constituency groups and to provide feedback to PAC at its April 2, 2008 meeting. The April 2, 2008 meeting minutes quote Dr. Nixon, President/CEO, as stating, ". . . the college's mission statement is the root of planning." The suggested final wording from PAC was: "The mission of Mt. San Antonio College is to welcome all students and to assist (revised April 2, 2008 to 'support') them in achieving their personal, educational, and career goals in an environment of academic excellence" (See *College Mission, Vision and Core Values*).

Once agreed to by PAC, the President forwarded the final mission statement to the Board of Trustees for its review and approval. The new mission statement was officially adopted by the college and approved by the Board of Trustees on April 23, 2008. The newly approved mission statement was placed throughout the college in meeting rooms and classrooms and is in master planning documents as well as program review (i.e., Planning for Institutional Effectiveness (PIE)). The next review of the mission statement will occur in January

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2011 with PAC, whose members are given a month to review it with their constituencies, and then to the Board of Trustees for their review, first reading, and final approval.

### I.A.3. Self-Evaluation

The college is confident in its current efforts and directions in using the college's participatory governance and decision-making processes to review its mission statement on a regular basis and to revise it as necessary. The mission revision process was effective because it involved not only managers, faculty, and staff from every area on campus as well as students who serve on PAC, but also their constituents, in active dialogue. Although PAC's process for revising the mission is documented in the minutes posted on the college website and the Board of Trustees minutes show the adoption of it, a notation was added to the mission statement on the web regarding when it was last reviewed and approved by the Board of Trustees.

The college meets the standard.

### I.A.3. Planning Agenda

The college is confident in its current efforts and directions in assuring that it reviews its mission statement regularly and revises it as necessary. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.A.4.

**The institution's mission is central to institutional planning and decision-making.**

### I.A.4. Descriptive Summary

The college's mission statement drives institutional planning and informs decisions made at Mt. SAC. Institutional planning is led by the President's Advisory Council (PAC) and the Institutional Effectiveness Committee (IEC). The purpose of PAC is: "To ensure the long-term stability and success of the institution, [it] is the primary planning body for the college and provides

a forum to review and recommends the direction and focus for the college consistent with the college's Mission, Vision, and Core Values" (See *President's Advisory Council; Institutional Effectiveness Committee*).

In turn, IEC is responsible for monitoring, for guiding, and for evaluating the college's campus-wide planning process (PIE) (See *PIE documents (archive)*). The paper version of the PIE process and the electronic PIE (ePIE) guide both begin with a reminder to the reader that the mission statement drives all planning and moves on to reinforce its connection to college goals. Departments and units are then asked to consider college goals and other goals as they create their own goals and note the connections to each (See *Planning for Excellence Newsletters—April 2009*). The college's mission is also tied to resource allocation through the PIE process, which uses the mission-driven college goals to drive department goal setting, planning, and resource requests.

This goal setting leads to the creation and assessment of student learning outcomes (SLOs) and Strategic Actions (I.B.2 to I.B.7). The ePIE generated department/unit-level summary reports are formatted to reinforce the mission-goals-outcomes and objectives connection for all users/readers (See *PIE documents (archive)*).

The mission statement is also referenced and is the driving force in a number of documents used to support the PIE process such as the SLO Committee's Course Level Student Learning Outcomes Plan 2008, designed to provide departments with target goals for SLOs creation, and the Guidebook for SLOs/AUOs (See *Course Level Student Learning Outcomes Plan 2008; Guidebook for SLOs and AUOs*).

The Budget Process connection to the mission statement is formalized through Board Policy 6200: "The General Fund Budget shall support the college's mission, Educational Master Plan, goals, and priorities." This formal connection is supported by the college President's message, introducing the 2008 to 2009 Adopted Budget; he states: "As we begin a new academic year, we must re-dedicate ourselves to the vision, mission, and core values of the college"

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(See *Board Policies—BP 6200; President's Monthly Letter—September 2009*).

According to the Budget Review and Development Process (See *Budget Review and Development Guide*) PAC, which is guided by the college mission, takes an active part in budget review and development when it makes the "final decision as to whether or not to change one-time funding expenditures to ongoing funding early in the process and approves the Budget Committee funding allocation amounts and commentary on requests for one-time funds" (See *Budget Review and Development Guide; Budget Committee*).

The sum total of planning on campus is depicted in the Educational Master Plan and the Information Technology Master Plan, each of which incorporates the mission statement as the driving force behind the plan. Chapter One of the Educational Master Plan contains an Example of Comprehensive Planning Process, noting the "Mission, Vision, Trends, and Goals drive Educational Master Plan, Department plans and priorities, and Budget Development" (See *Educational Master Plan; Information Technology Master Plan*).

The Information Technology Master Plan 2009 states: "In order to accomplish the mission and vision statements listed, Mt. San Antonio College requires a comprehensive plan for information and instructional technology. A major goal of this plan is for Mt. SAC to continue to be a leader in the use of information technology in higher education. This is important in supporting the mission of the college and also important to the commitment for Mt. SAC to be recognized as one of California's very best community colleges. It is clear that the college will continue to embrace emerging technologies that are critical to the college mission . . ." (See *Information Technology Master Plan*).

The Employee Survey 2009 revealed that just over 54% of respondents believed the mission was central to planning, compared to 38% in 2007 (See *Mt. SAC Fact Book—Employee Survey*). The results indicate a positive trend toward employees' understanding of this

relationship and may be the result of the tremendous efforts to publicize the planning processes and to conduct trainings about the connection between the mission and planning. The college will continue to communicate the message that its work is driven by its mission statement by using campus communications and planning documents, and the college will encourage dialogue on the subject at the department/unit meetings.

#### I.A.4. Self-Evaluation

The college is confident in its current efforts and directions in having its core planning and decision-making being driven by the college's mission statement. The college's mission statement is central to its planning and decision-making. The many planning documents and the decision-making processes of the college clearly indicate this link. It is through these processes that the college continues its awareness of what the organization values and how its current and future directions for planning and decision-making endeavors should be focused. The use of the college's mission statement allows for an organized and thoughtful assessment of the college's institutional effectiveness. Through these planning efforts and the evaluations of the plans, the college can document its planning results and how it uses these results to re-evaluate the plans and to make changes for efficiency for the next cycle of planning. It is through the impetus of the college's mission statement that the college's core activities are driven and thus the basis for the building of the college, its planning and decision-making, and ultimately its message to the students and the community it serves about what it values and what it aspires to do for them.

The college meets the standard.

#### I.A.4. Planning Agenda

The college is confident in its current efforts and directions in assuring that its mission is central to institutional planning and decision making. As the current planning endeavors are working well, there is no need for new planning efforts.

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## Standard I.B. Improving Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

### I.B. Descriptive Summary

The college offers many examples of its efforts to create and to support student learning. Assessing student learning outcomes (SLOs) and using the assessment results for improvement are the core of the college's Planning for Institutional Effectiveness (PIE) process, which is the college's program review (PIE) model. The evidence of the college's achievement of SLOs can be found in the electronic version of PIE, referred to as ePIE, as well as in the newsletters and progress reports (See *PIE documents (archive)*; *Planning for Excellence Newsletters—March and April 2009*; *SLO web page*; *Student Learning Outcomes newsletters, progress reports, and white papers*). All units are required to enter their program review (PIE) assessment information into ePIE on a yearly basis. The course-tab of ePIE provides a direct view of the assessment efforts of the teams assigned to course-level SLO assessment. Per the Academic Senate's SLO/GEO Transparency Resolution 2009-02, the college also has a listing of the main portion of this assessment endeavor on its website (See *Academic Senate Resolutions*; *MyPortal*). Somewhat similar to SLOs, but broader in scope, are the college's GEOs (General Education Outcomes). GEOs, such as critical thinking, cross courses and even disciplines and are related to the college's general education (GE) pattern. Like SLOS, GEOs are included in PIE and

follow a systematic evaluation process. An added feature of GEOs is the need to bring together faculty from specific GE areas to discuss the culmination of their findings across courses and to make evaluative, use of results, decisions based on these findings (See *General Education Outcomes Committee*; *Outcomes Committee*; *GEO 2006–09: An Historical Perspective*; *GEO Accomplishments*; *GEO Assessment 2008–09: Summary of Findings*; *GEO Common Reporting Form and Workshop material*; *GEO Coordinator Resolution 2007–05*; *GEO Plan 2009–2012*; *GEO Plan, Academic Senate Resolution 08–13*; *GEO web page*). In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010*; *Excellence in Assessment Award 2010*).

Mt. SAC uses the PIE process and the Budget Committee's resource allocation model as its central methods for identification of and allocation of resources (monetary and nonmonetary) effectively to support student learning (See *Planning for Excellence Newsletters—April 2009*; *Budget Process Memo 2006–07*; *Budget Request Process*). Based on analysis of PIE results and strategic actions needed to accomplish their goals, units/departments describe the resources needed and link requests (as appropriate) to unit, to team, or to college goals (See *PIE documents (archive)*). The PIE model is the central vehicle for formal planning and evaluation at Mt. SAC. It is unclear if employees understand all the nuances of resource identification and allocation based on PIE and outside of it, so the college began its newsletter, *Planning for Excellence*, which provides articles on various planning efforts and how they link to budget. The college recognizes that planning exists in other venues and for various specific purposes outside of PIE (i.e., grant project planning and evaluation, Basic Skills Initiative, Vocational Technical Education Act (VTEA), etc.). As much as possible, the college recommended that elements of those activities be incorporated by the appropriate units into their institutional PIE documentation as well. VTEA and Basic Skills Initiative now require PIE documentation as support for resource allocation requests. Recognizing

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that the current budget model allocates most non-categorical funding at the Team level (and requires that teams produce documentation of their individual budget allocation models and processes), the PIE process incorporates the addition of team goals. As teams align their unit planning and resource allocation requests to team goals, the college further strengthens the alignment and integration between planning and resources (See *PIE documents (archive)*).

It is through the PIE program review process that the college can demonstrate evidence of institutional and program performance. The PIE process allows for documentation of progress achieved. Through the use of self-reflective dialogue, external and internal data, and assessment, the departments/units can evaluate their courses, programs (i.e., degrees and/or certificates), and services. The PIE process allows for yearly exploration of the major initiatives of the department and a report-out to the manager, who in turn summarizes his/her areas' achievements, provides feedback to the area, and reports to his/her respective Vice President (See *PIE documents (archive)*).

The Vice Presidents then summarize their areas and provide an overall evaluation of the progress of their areas with a synthesis and analysis that leads not only to a better understanding of each department/unit, but also to a better understanding of a higher-level review of the work of the college. It is through this last institutional-level piece with the Vice Presidents that the college begins to understand, on a yearly basis, thematically, the internal and external conditions facing the college, the data issues and results achieved, and how departments/units are using data for improvement. These Vice President reports are given to the Institutional Effectiveness Committee (IEC) which evaluates and summarizes them and produces an annual report (See *PIE documents (archive)*).

The report includes improvements for the next PIE cycle as well as recommendations for changes to the college goals. In addition to the Vice Presidents' reports, added to the mix are the results of the year's strategic objectives from the Strategic Plan and the accomplishments of the committees. Using the

plethora of information related to the college's mission statement and goals, IEC compiles the information and also makes recommendations for the next year's strategic objectives. The compendium of information is placed on the college's website for all to view, and a notice is sent via campus email to all employees indicating its existence and the next year's PIE reporting format (See *PIE documents (archive)*; *PIE documents (current)*).

Student Services uses PIE and has also developed an integrated planning model (APS—Access, Participation, Progress, Persistence, and Success) that incorporates departmental program review with division-wide goals and student learning outcomes/administrative unit objectives to address student success. Through a comprehensive review process, service gaps are identified and collaborative efforts are employed to address emerging student concerns and needs. Two examples of this are the college's recent expansion of Veterans Services for returning veteran students (See *Veterans Service Center*) and the development of the Pathways Program for emancipated former foster youth.

## I.B Self-Evaluation

Mt. SAC uses the college's in-depth PIE process to demonstrate a conscious effort to produce and to support student learning, to measure that learning, to assess how well learning is occurring, and to make changes to improve student learning. The process has a key component for SLOs at both the course- and program-level (i.e., degrees and certificates). Each year all departments and units are asked to complete PIE in a thoughtful and strategic manner so that it is meaningful. Different departments use the PIE process in different ways. It is clear that Student Services has a few courses that relate directly to SLOs, yet they also have many SLOs that they continually are assessing as part of their work to evaluate and improve their services. The evidence of the SLO work, as well as the college's achievements, can be found via ePIE (See *ePIE; PIE documents (archive)*). Over the years, the understanding of and value of the PIE work has improved, especially as it became clear to the college

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that resource allocation was tied to PIE and that the value of the SLO work could impact the students so intensely.

It is through the PIE process and the Budget Committee's resource allocation process that Mt. SAC organizes its key processes and identifies and allocates its resources effectively to support student learning (See *Budget Committee; Budget Process Memo 2006-07; Budget Request Process*). All that happens in PIE is related to and supports student learning from the standardization of facilities; to the technology in the classroom; to the marketing of programs and services (See *PIE documents (archive)*). It is clear that these processes are linked to institutional effectiveness and the use of data for decision-making. It is unclear if college employees understand the multitude of linkages with planning and resource allocation. As demonstrated in the Employee Survey of 2009, more employees in 2009 (49%) are asking for information on how planning is connected to resource allocation than asked in 2007 (26%). The study also found that more employees in 2009 (48%) feel that PIE is done in a collaborative environment in their unit/department than in the 2007 results (37%).

The college uses ongoing and systematic evaluation and planning to refine its key processes and to improve student learning. It is clear to the college that devising a streamlined, step-wise process and evaluation process is more important than creating a mammoth process that is not understandable to the departments. The college has learned to minimize changes each year to the PIE process because it takes time for people to learn the process and how to input the information in ePIE. The college has also learned to create simple college goals because the more complex the goals, the harder it is for departments to understand them, and the harder it is for departments to align correctly with them.

The college meets the standard.

## I.B Planning Agenda

Mt. SAC clearly demonstrates a cognizant effort to produce and to support student learning, to measure

that learning, to assess how well learning is occurring, and to make changes to improve student learning. The college's PIE processes are evidence of its strong commitment to a process that is evaluative and where the use of results is of paramount importance—both at the course- and program-level. The ePIE provides an avenue for departments as well as managers and Vice Presidents to review their progress. The final summation of each Vice President's area is available for all to see on the IEC's website (See *PIE documents (archive)*). IEC evaluates the PIE process each year using an ongoing and systematic evaluation and planning methodology. Results of the review are available on the web, and suggestions for revisions to the process are proposed to PAC and other committees as needed to improve student learning (See *PIE documents (archive)*). A compilation of the status of SLO assessment is available for all employees and students to see via the portal, thus allowing for transparency of the process (See *MyPortal*).

The college uses its PIE process as one means for allocating its resources; as PIE includes SLOs and their assessment as well as other information to allow for data-driven decision making, the college clearly provides a venue effectively to support student learning.

Although resource allocation processes exist at the college and are based on planning and systematic evaluation, it is not clear that the employees understand the processes. Thus, the college will use varied communication tools and opportunities for dialogue to educate employees on planning and resource allocation and how it works at the different levels and processes. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.B.1.

**The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

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### I.B.1. Descriptive Summary

The college acknowledges and uses the importance of self-reflective dialogue to foster collegiality, to prompt new ideas, and to facilitate institutional effectiveness and student learning. Productive and creative dialogue occurs on every level of the college. The following are examples occurring daily on campus.

Dialogue related to the college's institutional processes can be found during the college's implementation of the new SCT Banner system (student enrollment, student financial aid, fiscal, human resources). Many hours of cross-campus meetings and department-level meetings were required to change to a new system in order to have dialogue about current and future institutional processes and the impact on student learning (e.g., enrollment, prerequisites, etc.). For Mt. SAC to become fiscally accountable (i.e., independent of the County Office of Education for fiscal accountability) it needed to have many hours of work because of the many meetings needed with groups across campus and outside of the college. These meetings allowed for collegial, self-reflective dialogue about the services offered and how changes needed to be made to adhere to the possibilities of SCT Banner as well as the rules, policies, and procedures needed to become fiscally accountable (See *Banner; Banner Steering Committee*).

Another example of collaborative dialogue can be found in the operations of Academic Mutual Agreement Council (AMAC). AMAC functions to "discuss views of the Academic Senate, the Vice President of Instruction, and the Vice President of Student Services related to Academic and Professional matters. . . . To consider options and alternatives for resolution of academic and professional issues. . . . To arrive at a written determination of mutual agreement or non-agreement on all academic and professional matters." AMAC is an excellent example of complex and ongoing dialogue among faculty and management that supports decision-making. Every resolution, proposal, Administrative Procedure, and Board Policy that goes through Academic Senate ends up at AMAC for a final review. Each year the faculty hiring prioritization process

concludes with AMAC. The President/CEO determines how many faculty members can be hired in any year but does not change the AMAC hiring rank order. Each year AMAC evaluates itself and its work and makes changes to its operations accordingly (See *Academic Mutual Agreement Council*).

The Institutional Effectiveness Committee (IEC) is a planning body that, much like the other primary planning body on campus, the President's Advisory Council (PAC), depends on dialogue to facilitate all of its activities. IEC's re-design of the program review process (PIE) in 2003 to 2004 was one of the most comprehensive efforts to increase communication on campus. These efforts are evident in a planning process dependent at each step on clear dialogue and in a committee actively committed to cross campus communication about the process as a whole (See *Institutional Effectiveness Committee; Planning for Excellence Newsletters—March and April 2009*). The integration of planning on campus is also being discussed at numerous venues including IEC, via the electronic Planning for Institutional Effectiveness (ePIE, the college's program review process) and via targeted meetings such as the April 10, 2009 meeting held with the IEC, the Budget Committee, and the President's Advisory Council and its follow-up meeting (See *Planning for Excellence Newsletters—March, April and June 2009; Integrated Planning Summit October 2009*).

Managers are taking steps to foster division-wide discussion about and familiarity with SLOs and PIE. There has been improvement (e.g., department-wide training sessions), but the work of ePIE (i.e., data entry) still falls more often to one or two people than to the rest of the faculty and employees in a given department. The number of faculty members engaged in program development and course creation is encouraging, but there are still departments that have been reluctant to engage in these processes. All of the college's departments are entering data into ePIE, some with more success than others. In most departments, faculty have designated one or two people to enter the data into ePIE (i.e., see Mathematics and Computer Science and Communications Departments). But other

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departments have given each faculty member in the department responsibility for at least one course in that department (i.e., see Child Development and Biology Departments). Some areas are having difficulty using ePIE (i.e., Physics and Office Technology Departments), but with the help of a representative from Information Technology, the Research and Institutional Effectiveness Department, and the Student Learning Outcomes (SLO) Coordinator, ePIE is becoming less of a challenge to faculty.

Dialogue among the college President and Vice Presidents occurs in the formal weekly meetings of President's Cabinet. Each week in Cabinet, the members discuss topics that they believe are of paramount importance. They discuss each topic, and, if a decision is needed, the president relies on input from the Vice Presidents in order to render the best decision possible. Recently, they had to make decisions relating to the state budget crisis. One of those decisions concerned reductions to the 2009 to 2010 schedule of classes including summer 2009 classes. Additionally, they have and will continue to discuss the hiring freeze, regularly assessing data on cost savings, as well as impacts of vacancies on programs and services.

Teams on campus continue to make strides in their methods of communication and structured activities to increase dialogue. The Vice President of Instruction Team meetings include representatives from other teams, which was instituted a number of years ago to increase dialogue among the teams. In fall 2008, in the face of massive building project completion and start-up issues, the Vice President of Instruction began including the Director of Facilities Planning and Management on the agenda, allowing time for him to address the concerns of managers and to give the team informational updates. It is through these meetings that discussions on improving student learning and institutional processes can be achieved.

In order to evaluate the organizational commitment of the employees, a college-wide employee survey was conducted in 2007 (See *Mt. SAC Fact Book*). Based on the results, employees did not always understand the effectiveness of management as it pertains to two

areas: (1) are management decisions being carried out down the line and (2) is cooperation secured among departments. A report entitled *Instruction Team Management Effectiveness: Mt. SAC's Opportunity for Dialogue* outlines how the Vice President of Instruction's emphasis on productive dialogue in the team is evaluated through two challenging projects: enrollment management and SLOs implementation. It is clear from the two events (i.e., 50% reduction of the schedule, a management driven activity, and creation of SLOs, a faculty driven activity) that an overall, cooperative employee attitude was evident, thus effectiveness was achieved. There was a clear need for decisions to be carried out down the line for the institutional goals to be achieved as well as a clear need for cooperation between departments. The use of communication, dialogue and planning linked to resource allocation made the process clear and as fair as possible given the goals to be achieved in the time period allocated (See *Instruction Team Management Effectiveness: Mt. SAC's Opportunity for Dialogue 2009*).

The Student Services Team meets on a regular basis and includes representatives from Information Technology, Continuing Education, Administrative Services and Instruction Teams. Discussions focus on pertinent issues that have an impact across the campus such as program review (PIE), curricular review, technological changes, college policies, and budget concerns. Student Services Division management representatives who are members of campus-wide committees provide reports at Division meetings from the Curriculum and Instruction Council, the Health and Safety Committee, the Assessment and Matriculation Committee, and the Student Preparation and Success Council (See *Committees and Councils*).

The Student Services Division developed division-wide student learning outcomes that can be used by Student Services departments to refine their own department-specific student learning and administrative unit outcomes. These division-wide student learning outcomes were developed over time through two major activities: the Annual Student Services Planning Day and the Annual Student Services Managers Planning Day. The Annual Student Services Planning Day is

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an all day-event during which all employees in the Division participate in training and planning activities. It is through this process that the Student Services Division has developed its comprehensive model of integrated student success, referred to as APS (Access, Participation, Progress, Persistence, and Success) (See *SLO web page; Student Learning Outcomes newsletters, progress reports, and white papers—The Spotlight newsletter, September 2009*).

Student Services departments hold regular departmental meetings. Common issues and concerns are brought to the weekly Student Services Managers meetings. Meeting minutes from Student Services Departments, which have instructional components (i.e., Disabled Student Programs & Services and Counseling), are forwarded to the Instruction Office. Various Student Services departments also have separate planning and training meetings that provide them with an opportunity to do cross-training, to update staff on regulatory and policy changes, and to conduct program review and outcomes evaluation to assist in their forward planning.

A major impact to Student Services has been the implementation of the Banner enterprise application system. This work entailed a great deal of collaboration, planning, training, and evaluation. The transition to a new Management Information System (MIS) system impacted every employee and every student. Through a great deal of detailed work, excellent planning, and communication, a "Go Live" plan was developed and was successfully implemented through the summer 2009 and the fall 2009. The fact that Banner is a fully integrated system required all departments and divisions across the campus to work collaboratively.

Administrative Services requests attendance at their team meetings by college-wide representatives as needed. For instance, the Student Trustee came in fall 2008 to discuss Measure RR, and the Dean of Instruction came in that semester as well to discuss PIE. SCT Banner implementation allows for and requires many discussions with those across campus.

At their team meetings, the Human Resources Team requests appearances by those representatives when the need arises. On occasion they have invited Payroll representatives to meet with them to discuss processes; the Director of Safety, Health and Risk Management to present the Building Evacuation Plan; and the Director of Public Safety to discuss staff safety concerns. SCT Banner implementation creates many opportunities for dialogue about student learning (e.g., hiring practices, faculty evaluations, etc.) and institutional processes (e.g., Human Resources link to Administrative Services regarding payroll).

Dialogue occurs within instructional departments on a daily, and sometimes hourly, basis. Chairpersons and individual faculty members may take concerns forward to Division Deans and Associate Deans informally, or the chairpersons may do this formally at the Divisions' Department Chairpersons meetings. Three of the most common topics for discussion in divisions are SLOs, ePIE, and program development/review.

The Research and Institutional Effectiveness (RIE) Department uses various opportunities for dialogue to improve student learning. For example, faculty members seek out the RIE Department's assistance in conducting research and in the evaluation and the assessment of their programs. Based on the results found within these reports, the RIE Department uses this opportunity to guide the faculty members in both understanding the findings as well as using the findings to improve student learning. There are numerous examples of how faculty members have used the data to improve student learning (See *RIE (Research) Newsletter—February 2009 on Family and Consumer Sciences; ePIE reports; Basic Skills Project Results*).

Originally, digitally-based programs such as photography, computer graphics, desktop publishing, animation, web design, advertising design/illustration, and radio/television broadcasting were located in four departments across three different divisions. This created much confusion for students as well as course overlap and program competition. Over the past several years, faculty from a number of these programs began discussions in an effort to streamline programs

and to eliminate confusion for students. After much research and discussion, the Graphics Integration Team recommended that Mt. SAC programs teaching similar skill-sets in core graphics areas would better serve students if these programs worked more closely together and were housed in a single department. Faculty from respective areas agreed that the two new departments would be called Commercial and Entertainment Arts and Fine Arts, appropriately embracing the industry markets and student populations they serve.

Sociology is in the process of creating several new courses that more accurately reflect diversity. These include Asian-American Communities; Introduction to Lesbian, Gay, Bisexual, and Transgender Studies; The Mexican-American in Contemporary Society; and Women and Gender Issues in Society. This has prompted numerous discussions with faculty in the Sociology Department, the History Department, the Humanities and Social Sciences Division, and the Educational Design Committee.

In spring 2007, the General Education Outcomes (GEOs) Committee began to meet to determine an assessment plan for general education at Mt. SAC (See *General Education Outcomes Committee*). This committee is composed of faculty representatives from across the Mt. SAC general education pattern as well as managers and a classified staff member. The first part of the project, completed in the 2007 to 2008 academic year, involved establishing parameters for the creation of GEOs at Mt. SAC. Collaboration with faculty was a critical part of this endeavor. Through a series of professional development workshops and campus-wide surveys, faculty input was honed into a statement of GEO Zones, adopted by the Academic Senate in May 2008 and the culmination of area GEOs, means of assessment, criteria for success and assessment were completed in spring 2009 (See *GEO Zones; GEO Assessment 2008-09: Summary of Findings*).

In summary, the following work was completed:

- Survey of all employees asking what GE outcomes students should have upon graduation

- Based on these findings, the GE Zones were created (e.g., critical thinking and reasoning; effective communication, etc.) (See *GE Zones*).
- Work groups were organized with faculty from courses in specific GE Areas of the Mt. SAC curriculum. Faculty examined the GE Zones as well as the measurable objectives for courses in that area. Based on this compilation of material, each GE Area created at least one GEO and started assessment activities (See *GEO Common Reporting Form and Workshop material; GEO Assessment 2008-09: Summary of Findings*)

Continuing Education, as the noncredit division of the college, addressed the general education needs of its students through a collaborative process of identification, development, and implementation of student learning goals (SLGs) throughout all noncredit programs. SLGs are interdisciplinary statements about what all noncredit students should know, should understand, and should be able to do by the time they complete their planned program. SLGs are global, are inclusive of all students, and include measurable statements of skills or applications that a student will learn. In the spring of 2008, the SLGs were developed through a series of meetings and surveys with faculty, staff, management, and students across Continuing Education Division programs. The SLGs were approved by the Academic Senate and the Board of Trustees in November 2008. SLGs are tied to course level SLOs and provide the foundation for a comprehensive assessment of programs in Continuing Education (See *Continuing Education Student Learning Goals*).

Faculty Inquiry Groups (FIGs) are a relatively new concept at Mt. SAC; they are a great example of positive and constructive dialogue at the faculty level. The flyer for April 2009 Workshops describes them: "A FIG is a small group of faculty and staff with a common interest, investigating a question about how students learn. FIGs meet several times over an extended timeframe and utilize multiple methods (literature review, observations, survey, student work, interviews, review of lesson plans/syllabi/data) to investigate their questions (See *Faculty Inquiry*

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*Group Announcement*). The result is new insights and innovations, which are transformed into a peer reviewed product that is disseminated." As part of the basic skills projects, the Research and Institutional Effectiveness Department researcher worked closely with the FIGs to help them determine what they were discussing and how research and evaluation and/or assessment would play a part in student learning (See *Basic Skills Project Results 2008–2009; Basic Skills Project Results—2007–2008—FIGS on page 172*).

### I.B.1. Self-Evaluation

Through the college's many opportunities for dialogue, both in general and for evaluative and assessment purposes, whether from the institutional level (e.g., Banner) on down to the unit level (e.g., PIE), it is clear that the college focuses on improvement to student learning and institutional processes. The college's use of evaluation of its processes and procedures (e.g., Banner, PIE) allows for self-reflection of what it is doing and dialogue on its improvement. Through dialogue the college learned about how each of the processes interact and have inter-dependency. It is through these conversations that the employees became better educated about many campus processes and worked together to improve them and consequently student learning and institutional processes.

The college meets the standard.

### I.B.1. Planning Agenda

The college is confident in its current efforts and directions in assuring that it maintains ongoing collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.B.2

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms**

**so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### I.B.2 Descriptive Summary

Every year the college evaluates and sets its goals to improve its effectiveness. The goals are derived from the college's mission statement and thus its stated purposes. Mt. SAC has its goals in many places (e.g., website, college schedule of classes, college catalog) and documents including the program review process (i.e., Planning for Institutional Effectiveness (PIE)) and the strategic plan including the measurable strategic objectives (SOs) that connect with those goals (See *College Goals and Strategic Objectives*). Each year, the extent to which the measurable SOs are reached is documented, distributed at the fall opening meeting, and placed on the IEC website. These goals are used at many levels by many groups to the extent that the college employees understand them and their connection to the college mission and its operations. As all planning connects with these goals and thus the college mission, employees are working toward their attainment whether it be as part of their department/unit-level planning, their divisional planning, team planning, or as part of one of the master plans (e.g., Educational Master Plan).

Historically, all teams have participated in and documented planning; however, beginning in 2007, all college committees were expected to set goals that tied to college goals and outline activities that have moved them toward their goals; thus, the college is continuing to strengthen the link between institutional- and program-level activities (See *President's Advisory Council—minutes August 29, 2007*). IEC does an evaluation of the college's committees' achievements each year. The 2008 to 2009 summary revealed that committees were using dialogue and planning in their efforts, but their reporting of the dialogue piece needed improvement (See *President's Advisory Council—Committee Accomplishments Summary 2008–2009*).

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The college's concerted efforts have increased the focus on goal setting at every level of operation and are making the goal creation, assessment, and revision process more efficient and transparent; but it was the creation of strategic objectives (SOs) designed to measure achievement of college goals that has set the college on the path to seeing added value of the goals (See *College Goals and Strategic Objectives*).

There is clear college commitment to achieve the goals. The President's October 2008 letter to the college demonstrates the institution's commitment to college goals (See *President's Monthly Letters—October 2008*). He stated: ". . . I have attached a copy of the college goals and strategic objectives to this letter, and I encourage you to become familiar with all of them and to incorporate them into your daily work." College Goals are the responsibility of two planning bodies composed of representatives from all parts of the campus: President's Advisory Council (PAC), whose function it is: ". . . to revise and recommend goals for the college," and it in turn receives input from the Institutional Effectiveness Committee (IEC) whose function it is to ". . . conduct an annual review of Planning for Institutional Effectiveness (PIE) results in order to . . . make recommendations regarding either the creation of new or the revision of existing college goals" (See *PIE documents (archive)*).

Examples of the dynamic partnership between IEC and PAC are evident in the first round of college goals created by PAC in 2006. These goals were reconsidered by the IEC toward the end of the first PIE process in spring 2007. The last step of the process on each level solicits participant feedback, and IEC received numerous comments suggesting several of the goals were too wordy and were difficult to link appropriately to department/unit goals. IEC also evaluated the alignment of goals to the department/unit goals and noted that misalignment occurred most often when the goals were complex. As a result, IEC sent its suggestions for revisions to the goals back to PAC for approval.

The second PIE cycle in 2007 to 2008 contained the revised goals along with a category called "ZZ" in which a department could note goals that did not align with

college goals. Designed to increase input from teams/divisions/departments and to prompt the creation of new goals, this was a significant improvement to the process (i.e., bottom-up approach) (See *PIE documents (archive)*). IEC sorted and categorized the ZZ goals in spring 2008 and determined there was a need for additional revisions for clarity to existing goals and the creation of several new goals. The first example of this resulted from the fact that a number of departments linked goals that dealt with renovation projects to "ZZ." After some deliberation, IEC recommended a new goal that was approved by PAC: "The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community."

The 2007 Employee Survey indicated that 28% of respondents felt they understood the PIE process. In the two intervening years, the President's focus on communication should have resulted in a greater rate of employee understanding. Another factor that should have also increased the rate of understanding of the process is the working of the SLO Coordinator who has met one-on-one and conducted department-specific training sessions focusing on the PIE process. The Information Technology Department has also conducted numerous training sessions to help employees understand PIE and ePIE. The SLO Coordinator has written a paper on how to input program-level SLOs into ePIE. The 2009 Employee Survey results indicated that 41% understand the PIE process (See *Employee Survey*).

All teams (i.e., Student Services, Administrative Services, Human Resources, and Instruction), after considering goals submitted by their departments/units/divisions via PIE, created and modified their goals and then linked those to college goals (See *PIE documents (archive)*). For example, Student Services Team goals were developed with an eye to college-wide goals; internal and external conditions; and results from various surveys, assessments, reports, and studies. Additionally, the Student Services managers developed Division-wide SLOs and AUOs based on those goals and guiding principles.

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After a great deal of study and review, a recommendation was sent forward from the Student Preparation and Success Council to add a new college goal related to student persistence. The work of the Council has focused on studying the overall success of all student groups at the college. Reflecting on findings from various studies and reports related to student retention and persistence, the Council members believed that further work needed to occur in this area. After reviewing all of the college goals, with a focus on student success, the Council felt that the college needed to have a dedicated goal related to persistence. The Council sent a campus-wide statement in March 2007 to all campus governance committees encouraging them to include a focus on student persistence in their committee work. In March 2008, the Council submitted the student persistence goal recommendation to the Institutional Effectiveness Committee and the President's Advisory Council. By the fall 2009, the new college goal (#12) was unveiled: *The College will engage students in activities and programs designed to increase their term-to-term enrollment.*

### 1.B.2 Self-Evaluation

The college is confident in its current efforts and directions in setting its goals to improve its effectiveness consistent with its stated purposes. The use of strategic objectives, as well as other indirect measures, allows the college to determine its achievement of the goals. In reviewing the college's progress toward meeting this standard, the college determined that it sets goals to improve its effectiveness consistent with its stated purposes as derived by its mission statement. The college has goals that are reviewed yearly via its PIE process using a bottom-up approach of asking those who work with the goals for their program review (called PIE) how it is working as well as a top-down approach of evaluating the alignment of college goals with assessment. Mt. SAC is using SOs that are measurable and connected with the college goals. The creation of measurable SOs for each college goal has made the process for assessing institutional progress more direct.

The college learned that its institutional effectiveness could easily be monitored and evaluated by having the SOs come from the departments/units/teams (i.e., a bottom-up approach). It is clear that the employees understand the college goals and how the goals are connected to the planning processes. PIE provides a wealth of information about the goals, their understandability, their attainment, and the alignment of activities to the goals and the achievement of the goals.

The college meets the standard.

### I.B.2 Planning Agenda

The college is confident in its current efforts and directions in assuring that it sets goals to improve its effectiveness and that these goals are articulated and stated in measurable terms so as to be understood by the college community. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.B.3

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### I.B.3 Descriptive Summary

The college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The Institutional Effectiveness Committee's (IEC) purpose and function statements reinforce its responsibility for college goals: ". . . the Institutional Effectiveness Committee [will] conduct an annual review of Planning for Institutional Effectiveness

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(PIE) results in order to...assess the institution's progress toward its goals . . ." The committee will report that progress to PAC in its Strategic Objectives Report, which is submitted along with the Institutional PIE Summary yearly (See *PIE documents (archive)*; *Planning for Excellence Newsletters—April 2009*).

The college's PIE process provides a clear institutional effectiveness example—one that all departments/units must use in order to conduct their cyclical evaluations and resource allocation synthesis. Each cycle of PIE requires that departments/units review all aspects of their work and determine what they need to measure, to set their criteria for success, to measure it, and to determine how to use the results. It is through this department/unit-level systematic cycle of evaluation and integrated planning that leads to resource requests. Data used for these evaluations are both quantitative and qualitative (See *PIE documents (archive)*).

At the PIE level, evaluation and re-evaluation of the process is continuous. Units/teams report on accomplishments toward their established goals since the prior year's reporting cycle. Units also designate where such accomplishments are aligned with institutional or team goals. Accomplishments are measurable activities that will be utilized to show college progress toward strategic objectives. Teams/division/departments also utilize assessment of student learning outcomes (SLOs) or administrative unit objectives (AUOs) as a means to determine progress toward meeting their own goals and the aligned college goals. Once means of assessment and assessment criteria are established, and a summary of assessment data is reported for each SLO/AUO, the "use of results" then closes the loop in terms of addressing future planning and adjustment of goals, resource requests, etc. For example, within ePIE (electronic PIE) there is a place at the end to indicate, based on all that the department/unit has just learned, what resources (monetary and non-monetary) are needed to make changes and to achieve what needs to be achieved. This listing is simply a wish list. The list is used by the departments/units, by the divisions, and by the vice presidents to help with prioritization of resources. The

problem is that employees do not always understand how this allocation and prioritization works (See *PIE documents (archive)*).

PIE results are included in Division and Team PIE summaries and are moved forward to IEC to be included in the Institutional PIE Summary Report which is then submitted to PAC for review and approval. As part of the IEC process, at the end of each year, IEC evaluates the whole process and its evaluation process and makes recommendations for change. Feedback is also obtained from training sessions offered in support of the planning/ePIE throughout the year. This feedback is incorporated into adjustments for the following year's PIE process (See *PIE documents (archive)*; *PIE documents (current)*). Both quantitative and qualitative data are used throughout the evaluation process (See *Planning for Excellence Newsletters—April 2009*). IEC also considers the Accrediting Commission for Community and Junior Colleges (ACCJC) rubric and standards for planning and evaluation in identifying process components to be strengthened (See *Planning for Excellence Newsletters—April 2009*). In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010*; *Excellence in Assessment Award 2010*).

The college has amassed a great deal of evidence over six decades that has supported its achievement of college, team, and department goals. This ranges from the completion of building projects to the design of a compressed calendar to campus wide wireless accessibility to the creation and expansion of Learning Communities, but it wasn't until 2008 that the college developed strategic objectives (SOs) to quantify and communicate the degree to which the college is meeting each of its goals. The 2008 to 2009 report indicates that most of the SOs were accomplished (See *College Goals and Strategic Objectives*). As the SOs align to the college goals, their completion indicates the college's step-wise process toward achieving its goals. Of course, the plethora of other PIE activities connected to the college goals also indicates achievement of the college's goals.

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The Planning for Excellence Newsletters (June 2009) document the college's efforts to evaluate planning: "In order to support the college's mission statement, on April 15, 2009 representatives from the President's Advisory Council (PAC), the Institutional Effectiveness Committee (IEC), and the Budget Committee gathered. The college President/CEO explained that the purpose of the joint meeting was to develop a common understanding of institutional planning and to hear about the committees' work. A further purpose was to understand how institutional planning is related to accreditation and to evaluate the college on how well it is doing on planning, evaluation, and integration of planning and resource allocation and improvement."

The meeting began with the chairpersons of each committee discussing their work. The college President reinforced PAC's role in monitoring and coordinating overall institutional planning. In its role as the college's main planning body, PAC has reviewed the college's mission statement and recommended changes to the Board of Trustees. It also developed college goals and strategic objectives. Not only does PAC function as the primary institutional planning council, but PAC has the responsibility of evaluating institutional planning. The Dean of Instruction, who is the IEC Chairperson, discussed the current model referred to as Planning for Institutional Effectiveness (PIE). This model is used to capture and document the planning and program review (PIE) done at the unit and team levels and to relate this planning to current and future institutional goals and objectives. This process is conducted annually by each unit of the college, and all unit participation is documented in ePIE (an electronic version of PIE). The PIE process was explained to begin at the unit level and works its way through team summaries.

As previously noted, the April 15, 2009 meeting designed to discuss and to evaluate planning on campus documented this commentary on SLOs assessment: "The development of student learning outcomes is a major component of ePIE. Through this campus wide, faculty-lead, dialogue-rich and evaluative process, SLOs are measured and assessed to determine how well learning is occurring so that changes to improve learning and

teaching can be made and allocation of resources (monetary and non-monetary) can be recommended. Using the data-driven PIE process allows for reliable qualitative and quantitative information about the college's programs and how well it is achieving the college's goals through use of an evaluation process that allows for clear inquiry, meaningful interpretation, and whose results are broadly communicated (i.e., on the IEC website)."

During this April 2009 meeting, committee members were asked to review the ACCJC Rubric for Evaluating Institutional Effectiveness—Part II: Planning . . . to determine where they felt the college was in its level of implementation. Nearly everyone agreed that the college was well into the Proficiency category and in Sustainable Continuous Quality Improvement in some areas. It is clear that dialogue guides institutional change and is an ongoing self-reflection process with a goal to improvement and ongoing evaluation. There was significant progress made in re-defining institutional planning and a better and more common understanding of the college's institutional planning and integration of its components was achieved. A follow-up Integrated Planning Summit was convened October 12, 2009. Based on that meeting, the group agreed that the Educational Master Plan should drive the other master plans for facilities and for technology and that human resources planning should be integral to all plans. The group also indicated its satisfaction with the real scenarios it was asked to review and for which it was asked to suggest solutions. The group recommended that the college continue to advocate for long term planning and annual evaluations based on data to drive decisions, to make improvements, and to clarify direction. The results indicated that overall the participants thought the time together was well spent and the day was worth the effort and should be repeated annually with a broader level of participation, especially from Student Services (See *Integrated Planning Summit, October 2009*).

The college uses ongoing and systematic evaluation and planning to refine its key processes and to improve student learning. It is clear to the college that devising

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a streamlined, step-wise process and evaluation process is more important than creating a mammoth process that is not understandable to the departments.

### I.B.3 Self-Evaluation

It is clear from the above information that the college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Through trying to demonstrate that the college meets this standard, the college has learned that although there are many mechanisms in place for resource allocation the understanding of how it works and when it works is not always clear. The college has learned not to make major changes each year to the PIE process because it takes time for people to learn the process and how to input the information in ePIE. The college has also learned to create simple college goals because the more complex the goals, the harder it is for departments to understand them and the harder it is for them to align correctly with them.

The college meets the standard.

### I.B.3 Planning Agenda

The college will make it clear to employees how planning and resource allocation works at the different levels through different communications and opportunities for dialogue. As the current planning endeavors are working well, there is no need for new planning efforts.

### I.B.4

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### I.B.4 Descriptive Summary

Mt. SAC has many planning processes that are broad-based, that offer opportunities for input by appropriate constituencies, that allocate necessary resources, and that lead to improvement of institutional effectiveness. A good example of the broad-based planning processes can be seen with the integrated planning meeting on April 15, 2009. The meeting brought together members from the Institutional Effectiveness Committee, from the Budget Committee, and from the President's Advisory Council (PAC) as well as those responsible for the Educational Master Plan, the Facilities Master Plan, and the Information Technology Master Plan. A follow-up meeting in fall 2009 provided a further venue for employees to discuss real budget issues and to determine how to use the college's integrated planning for possible solutions (See *Planning for Excellence Newsletters-June 2009; Integrated Planning Summit 2009*). These committees and master plans exemplify some of the planning efforts at the college as well as other planning efforts such as Vocational Technical Education Act (VTEA), administrative systems planning, Banner implementation, integrated review of new processes, class schedules, enrollment, hiring, etc. The college continues to improve its integration of its planning and providing documentation of its work.

The Planning for Institutional Effectiveness (PIE) model is the central vehicle for formal program planning and evaluation at Mt. SAC, and the college recognizes that planning exists in other venues and for various specific purposes outside of PIE (i.e., Basic Skills Initiative, VTEA, etc.). The college recommended that elements of all planning be included by the appropriate units into their institutional PIE documentation. Recognizing that the college's current budget model allocates most non-categorical funding at the team level, the PIE process integrated team goals. As teams align their unit planning and resource allocation requests to team goals, the college further strengthens the alignment and integration between planning, resources, and college goals (See *Planning for Excellence Newsletters-April 2009*).

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Minutes from the April 15, 2009 meeting to evaluate campus planning documented this discussion on evaluation of planning integration: “[The] Vice President of Administrative Services said that the college is planning to use a collaborative approach to update its Facilities Master Plan (FMP); it was last updated in 2005. The integration of the EMP [Educational Master Plan] with the FMP is crucial as is the link to the Information Technology Master Plan (TMP). The college’s Chief Technology Officer said an Information Technology Master Plan (TMP) is being drafted and will be on the web for employee comment in 2009 to 2010. The TMP will be integrated with the EMP and FMP. As information technology (IT) is an integrated function of the college, it is important that the TMP embody this integration and allow for an evaluative component.”

Further discussion regarding planning and budget concluded with a statement from the Vice President of Administrative Services, the Budget Committee Chairperson, “The history of the Budget Committee is that the budget drives planning; however, today’s process is reversed. Because of work going into planning (including identification of potential resources), the Budget Committee is re-evaluating its role. The Committee is also reviewing its current resource allocation process and wants to make it more easily understood.” The Budget Committee disseminated the Budget Review and Development Guide in spring 2010 (See *Budget Review and Development Guide*).

Based on the electronic PIE (ePIE) analysis of assessment results and determination of strategic actions needed to accomplish their goals, departments/units describe the resources needed and link requests (as appropriate) to unit, team or college goals (See *PIE documents (archive); Institutional Effectiveness Committee—minutes; President’s Advisory Council—minutes; College Goals and Strategic Objectives*).

Manager PIE Summaries list resources needed to achieve department/division goals, and these requests are brought forward in the Vice President’s (VP’s) Team PIE Summary. These compilations of requests for resources by type and by alignment to college goals then evaluate and feed into IEC’s compilations,

which are sent each year to the areas impacted by the requests such as research, marketing, etc. This sharing of information reinforces the circular nature of planning on campus. For example, IEC may send its compilation of 20 departmental requests for research assistance to support SLOs assessment to the Research and Institutional Effectiveness Department. This will, in turn, impact RIE’s own planning and requests for resources, such as staffing (See *PIE documents (archive)*).

On a formal level, requests for resources that are destined to become Instructional Equipment Requests supported by categorical funding will move forward for consideration only if they are accompanied by adequate PIE documentation—thus the clear link between planning and resource allocation (See *Budget Request Process*).

Requests that fall under “one-time funding requests” that are aligned to college goals may, in some cases, move through the budget process: According to the Budget Review and Development Process departments/units perform Status Quo (ongoing) Budget Review to align current ongoing resources with PIE planning and justify shortfalls that cannot be offset by savings elsewhere (See *Budget Review and Development Guide*). Immediate needs that cannot be met with status quo resources must be reviewed by the manager, who approves justifications and prioritizes needs.

Then, the appropriate VP reviews and approves proposed changes and prioritization. The VP then meets with the President during President’s Cabinet to collaborate and to discuss all fiscal changes and how best to prioritize them by mandate, by innovation, by expected program improvement, and by alignment with college goals. The President sends the final decision on next year’s budget proposal to the Board of Trustees and communicates these decisions on the budget to the VPs, to PAC, and to the Budget Committee.

The Board of Trustees reviews and approves the amended budget. Departments/units receiving one time funding for the same expenditure for a third consecutive year may submit requests for the on-going funding of that expenditure. The Budget Committee

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makes recommendations on changing one time funding expenditures to ongoing, and PAC makes final decisions on whether or not to change one time funding expenditures to ongoing funding (See *Budget Flowchart*).

All requests for resources must be supported by documented planning, but when the college cannot meet the demands for those resources, the campus relies on a wide variety of alternate methods for securing resources. These methods are based on the Grants Office efforts (See *Grants Reports*), Foundation efforts (See *Foundation*), and department/unit efforts, and as stated above, must be documented as often as possible in the PIE process.

An example of combining the planning process, allocation of resources, and improvement of institutional effectiveness is the establishment of the ASPIRE (African American Student Program Inspiring Responsibility for Education) program (See *ASPIRE*). In reviewing results of the Equity for All report as well as surveys, interviews, and studies conducted by Student Services staff and Student Equity Committee, there was a clear need to develop a support intervention for African American students, based on unacceptable success levels. Faculty, management, and staff came together voluntarily to begin working with African American students and to develop the model. The successful Bridge programs (learning communities) had been largely dominated by Latino students and had a goal to be more inclusive of African American students (See *Learning Communities*). After the model was developed, the ad hoc group approached the Basic Skills Committee for an allocation of resources. This proved successful, and the program has flourished—with student participation growing, student success rates soaring, and quantitative and qualitative data to prove it.

In the Employee Survey 2007, 25% of respondents wanted more info on the relationship between PIE and Budget. In 2009, this number was 49%. These findings indicate a need for more campus-wide effort to have dialogue concerning planning and budget (See *Employee Survey*).

## I.B.4 Self-Evaluation

When the college compiled its evidence to show that it had met this standard, it became clear that it has many planning processes that are broad-based, that offer opportunities for input by appropriate constituencies, that allocate necessary resources, and that lead to improvement of institutional effectiveness. Department/unit members understand, for the most part, these processes. It is clear that the college has resource allocation processes; the complexity and number of them may be confusing to employees.

The college meets the standard.

## I.B.4 Planning Agenda

The one area for concern is resource allocation. The college does have resource allocation processes based on planning and evaluation mechanisms, but the processes may not be clear to all employees. The college will use a multitude of communications and opportunities for dialogue to educate employees on how planning and resource allocation works at the different levels.

## I.B.5.

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

## I.B.5. Descriptive Summary

Mt. SAC uses documented and accessible assessment results to communicate matters of quality assurance to its constituencies. In order to disseminate the college's assessment results, it uses numerous communication methods such as the college's website (See *Mt. San Antonio College Website*), Facebook page (See *Facebook page*), advisory committees, college newsletters, and its many other college publications such as the College Schedule of Classes which includes information on *Student Right to Know*. It is through these communications that the college's mission, which is to welcome and to support all students in achieving their

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personal, education, and career goals in an environment of academic excellence, is evident.

The plethora of assessment results can be found in the massive efforts devoted not only to create profiles of its students, employees, serving communities, and standard measures of enrollment trends and student achievements, but also to create an overview of how this college operates to support student learning outcomes. Comprehensive data about its students have been collected from the very beginning as students entered the college (CIRP Freshman survey) for the purpose of understanding their backgrounds, needs, goals, and perceptions; and during the course of learning to understand their course placement rates and engagement patterns in classes (CCSSE Survey); and at the exit point to obtain perceptions of graduating students in terms of the quality of their program experience and college education (Mt. SAC Graduate survey); and after degree/certificate completion to gather the employment outcome of its alumni (Alumni Survey, licensure results and employer surveys). Data of regular college activities of instruction, matriculation, special services, and human resources were also collected, validated, and stored in a central database. All this data collection serves the purposes of preparing, of reviewing, and of assessing the college operations. The wealth of data is shared in standardized reports (ICCIS reports) generated by the IT programmers for regular access by program/department/college decision makers, and in customized ad hoc reports prepared for specific department/program/college needs by the Research and Institutional Effectiveness (RIE) Department, to inform, to describe, to research, to evaluate, and to assess the many aspects of college operations (See *Mt. SAC Fact Book*).

The Mt. SAC RIE Department plays a key role in supporting institutional assessment, planning, decision-making, and quality improvement by coordinating data collection efforts, by generating reports, by providing trainings, and by presenting findings to facilitate the assessment process. To enhance communication and dialogue of important assessment results, the RIE Department utilizes web access (the Mt. SAC Fact

Book, research reports and resources, ARCC report), newsletters (RIE newsletters, Basic Skills Project Highlights), email announcements, presentations (Flex Day, Board meetings) and trainings (Professional Development workshops), and committee participation (President's Advisory Council, Institutional Effectiveness Committee, Matriculation and Assessment Committee, Student Preparation and Success Council, Basic Skills Coordinating Committee, Student Equity Committee, Student Learning Outcomes Committee, General Education Outcomes Committee, and Outcomes Committee) to share and provide opportunities for dialogue. In addition, assessment results have been shared in outreach recruiting (HS Counselors Luncheon) and community marketing efforts (Annual Report).

Departments use this assessment data for a variety of purposes including Planning for Institutional Effectiveness (PIE, Mt. SAC's program review process) (See *PIE documents (archive)*). Departments also communicate this information to their community constituents via advisory committees (See *Advisory Committee Handbook*), via outreach efforts, and to support grant proposals and funded proposals (See *Title V Annual Performance Reports Years 1 & 2 on tutoring and counseling activities*). Periodic program updates that include assessment of results are presented to the Board of Trustees during public meetings.

In addition to assessments conducted by RIE, the college also receives different types of information from outside sources and uses it positively to affect change to its facilities, its programs, and its services. For example, the Taxpayer's Advocate Organization conducted an extensive assessment of the previously voter approved Bond Measure R and the then proposed Bond Measure RR (See *Taxpayer's Advocate Organization*). This analysis was credited in assisting Mt. SAC in gaining a 69.95% voter approval rating for Measure RR in November 2008. These findings indicate the District's constituents' approval of the quality of Mt. SAC's programs and services.

Another example is with SSPIRE Program. This is Mt. SAC's Pre-Nursing/Health Careers Learning Community. The grant funded effort has documented

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high success rates for students in this learning community as compared to students in pre-nursing who are not part of the SSPIRE Program. The granting agency, MDRC, is publishing a study conducted by an independent researcher highlighting the challenges and successes of the nine community college programs they funded under the title of "SSPIRE." The published report noted: "Mt. SAC found that students in the SSPIRE developmental math learning community reported higher levels of engagement on all of the five CCSSE benchmarks for effective educational practices. These practices are: active and collaborative learning, student effort, academic challenge, student to faculty

interaction and support for learners" (See *SSPIRES Initiative—page 39*).

It is through these numerous and varied assessment efforts that the college's constituents can gather a perspective about the college and the value it would have for them—whether as a student, an Advisory Committee Member, or a supporter of the college's Bond Measures.

The following is a table that represents the aforementioned information in a tabular format. The questions below are used to drive the answers under each heading (See *Mt. SAC Fact Book*).

Questions	Student Characteristics	Student Progress	Student Outcomes	Other
<p><b>What assessment data does the college collect?</b></p>	<ul style="list-style-type: none"> <li>• CIRP Freshmen Survey 2004, 2005, 2007 collected data about incoming new students' backgrounds, educational goals/plans, career aspirations, values, and beliefs.</li> <li>• Student Equity Report, student demographic data</li> <li>• Enrollment Trend Analysis (Fact Book)</li> <li>• Program specified studies that showed uniqueness of its student population.</li> <li>• Marketing Assessment and Enrollment Management Analysis Project 2007—efforts to learn about applicants, first time students, online students, concurrent students, non-returning students, older adults students in different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of student retention, persistence, course success and academic standing at program and college level by term and by year.</li> <li>• CCSSE community college survey of student engagement 2003, 2006, 2007 and 2009—evaluated students' engagement in activities that research has shown to promote success.</li> <li>• Student course repeat pattern studies. Learning community comparison studies. Course prerequisite studies.</li> <li>• Placement test disproportionate impact studies.</li> <li>• Student Equity Report.</li> <li>• Basic Skills program innovation studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Degree/certificate awards reports at program and college level.</li> <li>• Transfer to 4-year data reports.</li> <li>• Student Equity Report (ICCIS)</li> <li>• Student Accountability Report (ICCIS)</li> <li>• Prospective graduates Exit Survey—classes of 2005, 2006, 2007—satisfaction ratings of college experiences.</li> <li>• Alumni surveys—classes of 2004, 2005, and 2006—award related employment data and rating of program and training received.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational Survey system Employee Survey 2007, and 2009.</li> <li>• Tracking of the development and implementation of course/program SLOs, AUOs, and GEOs.</li> </ul>

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Questions	Student Characteristics	Student Progress	Student Outcomes	Other
<b>By what means does the college make public its data and analyses internally and externally?</b>	Documented in Mt. SAC Fact Book available on RIE website and announced through internal email of new updates and reports. Enrollments by feeder High School were shared at annual High School Counselors' Luncheon.	Documented in Mt. SAC Fact Book available on RIE website. Through Newsletters and email announcement, presentations to committees, at Flex Day, Board meeting. Program specific studies' results were shared in department meetings by requesters.	Documented in Mt. SAC Fact Book available on RIE website. Through Newsletters, presentations to committees, Board meeting, and email announcement. RIE created City Profiles for the President's Office to share with Mayors of cities within Mt. SAC district. General college performance and achievement were shared with local communities in the Annual Report, at community meetings, Board meetings, and press release by Marketing.	Documented in Mt. SAC Fact Book available on RIE website. Flex Day presentation and POD sessions on student learning outcomes. Documentation of Planning for Institutional Effectiveness (PIE) by program in TracDat.
<b>How does the college assess whether it is effectively communicating information about institutional quality to the public?</b>	Documentation of assessment results is readily available for all constituents to access online or in paper form. An evaluation of how useful this data is can be found, for the most part, with the group who hosts the data and from those who use the data. For example, PIE has numerous examples of the "use of results" sections which include an evaluation component to the data used. The continued good reputation of the college, as derived from these types of assessment data, and the continued enrollment of students at the college indicates a high acceptance to and value of the assessment results put forth to the constituents. More than half of the college's students are from its District. This number alone indicates the worth of and quality of the college to its constituents.			

### I.B.5. Self-Evaluation

Mt. SAC uses a multitude of documented assessment results to communicate matters of quality assurance to appropriate constituencies. The college is equipped with rich data and reports. It is clear that the use of these assessment results is reflected in the level at which the college sees its student enrollment, community participation and backing of the college's facility planning efforts.

The college meets the standard.

### I.B.5. Planning Agenda

The college is confident in its current efforts and directions in assuring that it uses assessment results to communicate quality assurance to its constituencies. As the current planning endeavors are working well, there is no need for new planning efforts.

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## I.B.6.

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### I.B.6. Descriptive Summary

Mt. SAC validates the effectiveness of its ongoing planning and resource allocation processes through a systematic means of evaluation of its model and its research components. It is through this evaluation process that the college seeks continually to improve its planning processes.

One example of the evaluation process can be found with President's Advisory Council (PAC). PAC is the college's primary decision-making body in charge of all planning and resource allocation processes. PAC provides leadership in the development and improvement of institutional planning and budget development processes including resource allocation. PAC meets with different planning process groups and committees across the college to evaluate its planning and resource allocation methods.

PAC oversees and coordinates planning processes such as the Educational, Facilities, and Information Technology Master Plans. The college recently evaluated and updated its Educational Master Plan (EMP) as part of its institutional planning efforts. The purpose of the EMP is to project the college's program and service needs from the present to the year 2020. This Master Plan will also inform the college's Facilities and Information Technology Master Plans, both of which were also evaluated and updated in 2009 and 2010. These planning documents inform the college's annual, ongoing program review process and resource identification process, Planning for Institutional Effectiveness (PIE). All of these planning efforts drive the allocation of resources.

Effectiveness from the perspective of the team tells the college that the unit-level PIE reports are critical in letting Vice Presidents know formally the resource

needs articulated by each of the departments in their effort to provide improved services and programs. It has been, and to some extent continues to be, difficult for departments to understand the connection between their efforts to improve their functioning and PIE planning processes. This is partly due to the fact that improvement and change are often connected to resource requests for better staffing, more equipment, marketing, and facilities changes. With very limited resources in the last two years, meeting individual department needs for additional resources has been almost impossible. However, at the institutional level, it is possible through college planning processes to make significant improvements based largely on the input from the departments over time (See *PIE documents (archive)*).

Another example of an improvement to the planning process occurred after the 2008 PIE cycle. The college customized the PIE formats to be specific for each different team; incorporated team goals better to align resource identification processes that work at the team level; modified the ePIE directions, manual, and technical assistance; and added the element of 'strategic objectives' for the college in order better to document the progress toward achieving the college goals. Each year a department/unit completes PIE, and it is using data for evaluation purposes. It is the "use of results" section of electronic PIE (ePIE) that allows the departments/units to evaluate the usefulness of the information gathered and determine how it may be used for program improvement and thus institutional effectiveness. The college has learned that significant changes recommended through annual evaluation of processes require significant training in order to enable college participants to realize the benefits.

As of winter 2009, the college is also in the process of updating and evaluating its current Americans With Disabilities Act/Transition Self-Evaluation by a third party consultant. This overall evaluation of college practices, programs, and facilities with an eye to accessibility for individuals with disabilities will result in recommendations for overall improvement and thus institutional effectiveness.

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In 2008 to 2009, the college completed a systematic self-evaluation of most student services programs in preparation for a categorical program review site visit. This site visit occurred on March 12-13, 2009. Areas of recommendations as well as areas of commendations were cited. Student Services continues to work on the recommendations to improve institutional effectiveness (See *Categorical Program Evaluation (2009)*).

The resource allocation process was developed and is regularly reviewed by the Budget Committee (See *Budget Committee*). The Budget Committee is the primary governance body for developing, recommending, and evaluating policies and processes relating to all aspects of college finances. For example, in Academic Year 2005 to 2006, the college realized a positive budget situation; and the Budget Committee developed, communicated, and oversaw a resource allocation process. The Budget Committee spends considerable time evaluating the effectiveness of the resource allocation process with a particular focus on appropriate connection of resource allocation to PIE program review processes (See *PIE documents (archive)*). The fundamental goal is to integrate all resource allocation processes meaningfully within PIE planning. That is, the college moved to a model that allows departments to link program review (PIE) planning directly to resource allocation requests, whether that be a request for staff, for budget, for augmentation for equipment, for marketing, or for faculty positions. The Budget Committee reviewed its process and is trying to make it more easily understood. The Committee's work is always with an emphasis on ensuring that planning is driving the budget and resource allocation process (See *Budget Review and Development Guide*).

This kind of linkage is extremely difficult to establish realistically during a time of financial crisis when the college is organizing itself around drastic cuts to a budget already constrained by woefully inadequate funding. As a result of the scarcity of funding, the Budget Committee has been looking at cost savings measures (See *Cost Cutting Revenue Generating Task Force*) as well as at resource allocation. It is important to emphasize that the Budget Committee defines the

process for resource allocation. It is not responsible for the actual allocation of resources. Allocation of resources is a team effort between the Vice Presidents and college President with ultimate approval granted by the Board of Trustees.

The college connects planning and the resource allocation process in the manner in which the college used to assess, to plan, to allocate resources, and to evaluate the receipt of and use of Basic Skills funds. In order to access the funds, the college was required to conduct an internal assessment using a framework of literature-based best practices. Each year, the Basic Skills Coordinating Committee (BSCC) selected projects that most closely met the assessed need for college-wide or program-level improvement. In conjunction with the research department, each funded project developed a matrix to document project goals, intended outcomes, and means of assessment, as well as summary of the data and use of results. Using this outcome data, narrative reports of participants, and expenditure data, the BSCC reviewed ongoing projects to recommend continuation, reduction, or expansion.

The BSCC held internal discussions and solicited member feedback to evaluate its planning and resource allocation process. One example of improvement that was directly aligned to this evaluation effort was the development of the rubric to assess the potential of new proposals for the future. This Basic Skills Initiative allocations process requires multiple levels of approval from a variety of college constituencies and stakeholders, including the project participants, Curriculum and Instruction Council, the Basic Skills Coordinating Committee, the Academic Senate, and the Chancellor's Office. BSCC identified in its 2009 evaluation the need to strengthen the integration of BSCC planning within the college's adopted PIE process so that all stakeholders understand that planning for Basic Skills Initiative improvement needs to occur as the component of regular, ongoing program review (PIE), SLOs assessment, and improvements to be documented via PIE at the unit/department level.

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## I.B.6. Self-Evaluation

Mt. SAC has systematic evaluation and review processes for activities that assure the effectiveness of its ongoing planning and resource allocation. Its PIE process provides a comprehensive system for reviewing and modifying the planning cycle and assuring institutional effectiveness. Through compiling and evaluating the evidence the college has for meeting this standard, the college has learned that its yearly evaluation processes are comprehensive. It has also learned that yearly changes to the planning processes, based on evolving needs as well as improvements to the processes, must be done with an understanding of the impact on the users. Too many changes each year leads to increased difficulty in the learning cycle; the goal is to have the college do planning, not necessarily having to learn substantially new processes each year. The college has also learned that resource allocation processes are complicated and may not be fully understood by employees.

The college meets the standard.

## I.B.6. Planning Agenda

As the current planning endeavors are working well, there is only the need for one new planning effort related to resource allocation. The college will use different methods for communication and dialogue to make it clear to employees how planning and resource allocation work at the different levels.

## I.B.7

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

## I.B.7. Descriptive Summary

Mt. SAC assesses its evaluation mechanisms using a systematic review of its effectiveness in improving all aspects of the college's programs and services, including

instructional programs, student support services, and library and other learning support services. The college evaluates the majority of its self-assessment methods and effectiveness primarily using the Planning for Institutional Effectiveness process (PIE) for program review. PIE users evaluate the process every year (See *PIE documents (archive)*). These users include all areas of the college including instructional programs, student support services, and library and other learning support services. This feedback is compiled, is evaluated, and is acted upon by the Institutional Effectiveness Committee (IEC) in order to improve the process. Recommendations for improvement to the process, to the evaluation method, to college goals, etc. are submitted to the President's Advisory Council (PAC) for approval to implement.

The primary processes for evaluating student learning in specific courses and educational programs are student learning outcomes (SLOs) (i.e., what does a student know, think, feel or do) and General Education Outcomes (GEOs). GEOs are the college's educational program level outcomes which can measure a group of courses in a general education pattern. The college uses the Nichols' Administrative Unit Outcomes (AUOs) to measure non-student learning outcomes in service areas in areas such as the clients' experience and the clients' understanding as a result of a service given (See *Nichols' Model*).

In an institutional effectiveness manner, SLO and GEO progress are monitored and their quality evaluated by the Outcomes Committee (formerly the Student Learning Outcomes Committee and the General Education Outcome Committee). The Outcomes Committee, through the SLO and GEO Coordinators, reports and makes recommendations to IEC and to the Academic Senate through the Curriculum and Instruction Council for evaluative purposes. The SLO and GEO plans and timelines were put forward to Academic Senate via this process. A yearly report of the progress and evaluation of the SLO and GEO work is also submitted. As all areas of the college are required to do PIE, and as SLOs/AUOs/GEOs are included in the PIE process, these two facts indicate that the PIE

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process helps to improve the college's programs and services, including instructional programs, student support services, and library and other learning support services (See *Course Level Student Learning Outcomes Plan 2008*; *Course Level Student Learning Outcomes Plan 2008—Addendum*; *GEO Plan 2009–2012*; *Student Learning Outcomes newsletters, progress reports, and white papers*).

College teams have varying approaches to assist them in understanding and developing SLOs/AUOs. Some teams have welcomed the opportunity to evaluate their own progress towards the development of SLOs. For example, the Student Services Team evaluated its development of student learning outcomes and concluded that to bring cohesiveness to the individually created SLOs and to incorporate departmental goals, a more comprehensive model was needed. A concerted effort to develop a comprehensive and collaborative model focusing on student success was discussed by the Student Services Leadership Team. As a result, for the three Division-Wide Student Services Planning Days (2007, 2008 and 2009), the Vice President of Student Services led a series of exercises designed to receive input from all staff, regardless of their job titles or assignments, related to factors that support student success. Additionally, time was allotted to allow individual departments to develop their plans, their goals, and their activities. The result was a combined Student Services set of principles complete with definitions by which to categorize the student learning outcomes, administrative unit outcomes, Student Services goals, related college goals, and other helpful information. Now recognized as "APS" (Access, Participation, Progress, Persistence, and Success), this comprehensive model is used continually to monitor progress and direction of Student Services with the manner and form by which the college supports students in their success journeys at the college (See *Student Learning Outcomes newsletters, progress reports, and white papers—The Spotlight—September 2009*).

At the program and department levels, it is clear from the PIEs that when a department gets to the "use of

results" section, it has a clear evaluation of the data and its effectiveness as it determines what needs to be done next to achieve improvement and to measure that improvement. The college's PIE process encourages the collection of data to support planning and goal-setting. The college highly encourages the collection of evidence of data via the use of survey instruments and other assessment techniques, such as course embedded tests, to collect data related to program and service effectiveness.

As mentioned earlier, IEC (See *Institutional Effectiveness Committee; PIE Documents (archive)*) does an assessment of the PIE evaluation process each year to determine how it is working and what needs to be changed the next year. Each year, this evaluation report is placed on the website and presented to President's Advisory Council (PAC). The recommendations for change are reviewed by PAC, and final direction is given to IEC for changes to the process. Through this process, IEC provided PAC with feedback and edits and additions to the college goals based on both the needs of the college (top down) as well as the needs of the programs and services (bottom up). Through this combined top-down and bottom-up approach, it was clear that there was better alignment with the college goals and the activities of the programs and services (See *PIE documents (archive)*).

Aside from PIE, the college uses other methods of self-evaluation to determine improvement. An example was the recent Student Services Categorical Programs Self-Evaluation, conducted in preparation for the Site Visit in March 2009 (See *Categorical Program Evaluation*). The self-evaluation document was to report, to analyze, and to draw conclusions from data collected and reported by the California Community Colleges Chancellor's Office. This data reflected persistence, retention, and success rates for the following categorical programs: Extended Opportunity Programs and Services, Disabled Student Programs and Services, Basic Skills, and credit and noncredit matriculation. An evaluation of the data by the college's Research and Institutional Effectiveness (RIE) Department determined that the data were inaccurate. As a result, RIE reviewed and supplied the data that were used to write the self-evaluation report.

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Continuing Education, as the noncredit, adult education division of the college, chooses to engage in an additional rigorous self-evaluation through the Accrediting Commission of Schools' (ACS) arm of Western Association of Schools and Colleges (WASC). Accreditation by ACS is essential for high school course credits within Continuing Education to be certified as a-g approved by the University of California system. These requirements (a-g) denote categories of high school general education courses that provide students with the breadth of knowledge required to enter a four-year university. This certification is also mandated for National Collegiate Athletic Association (NCAA) recognition of the high school courses offered in the Division. Over a thirteen month period beginning in February 2008, Continuing Education faculty, staff, and managers participated in an application process seeking formal recognition of the Division adult education programs. As part of the process, the Division vision was revised, and student learning goals (SLGs) were developed. Continuing Education assessed all programs with respect to research-based ACS Criteria through collegial dialogue, student and staff surveys, analysis of program data, and review of Division practices. Areas of strength were validated, and four areas for change were identified: 1) implementation of a comprehensive data system, 2) infusion and assessment of SLGs through the SLO process, 3) increase in the consistency and effectiveness of communication, and 4) increase in major post-program outcomes for college and career. These four areas of need were adopted as Division action plan goals and incorporated into the PIE process. On April 30, 2009, WASC ASC officially granted Continuing Education a three year initial accreditation term, effective through June 2012. Prior to the end of the term date, Continuing Education will complete a self-study assessment of its adult education programs and will submit a written self-study report, including progress made in addressing the initial recommendations made by ACS (See *Continuing Education Application for Accreditation Study; Continuing Education—WASC Accreditation*).

Funded by grants, small and large scale pilot projects to improve existing efforts in persistence, retention,

and student success have assisted the college in gathering evidence about projects which make a significant difference in students' lives. When the college realizes success as part of a grant effort, the college institutionalizes these strategies to improve programs. Some examples of these efforts are the institutionalization of the Summer Bridge and Learning Communities programs which began as Title V grant efforts (See *Learning Communities*). The college uses data and results of surveys to learn about itself and make improvements. One such example of placement test results showed that some students, typically at-risk students, were placing at below college-level English and mathematics courses and, as such, were not able to meet the English and mathematics prerequisites of most Mt. San Antonio College courses.

Summer Bridge, an across campus collaborative learning community, was developed to address the academic needs of at-risk freshman. By offering these courses in an intensive summer program, freshman students were then ready to begin the general college curriculum in the fall. In the very first year of the Summer Bridge's inception, there were dramatic improvements in student success rates for "Bridge" English and mathematics courses compared to non-Bridge students. The success of the Summer Bridge has led to subsequent grant projects such as the Mathematics Academy (Math Bridge), an intensive "bridge-type" program designed to provide students with intensive math instruction, thereby enabling them to advance in elementary and intermediate algebra requirements. Another "off shoot" of the initial Bridge effort is the SSPIRE program, a pre-health careers bridge program to assist at-risk students complete the pre-requisites for the nursing and other health-related programs at Mt. SAC. Exceptional student success rates were noted for these learning communities (See *Learning Communities*).

Since their inception, the Bridge Programs, starting with the Summer Bridge program, have measured their impact on entering, at-risk, freshmen students and basic skills students. Not only have the success rates of these students (retention, persistence, and successful course completion) been superior to all other student groups,

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the development, refinement, and institutionalization of the learning communities model is an example of the college's use of systematic review in improving both instructional and student support services. Program faculty have been invited to present this collaborative model across the United States at meetings of higher education organizations. Feedback received from these presentations focuses on two interesting findings: Mt. SAC appears to have been ahead of its time in addressing the academic and social-psychological support needs of entering at-risk and basic skills students and higher education colleagues are impressed with the transparent collaboration and dedication between Instruction and Student Services that has erased any semblance of lines of political separation.

ASPIRE (African American Student Program Inspiring Responsibility for Education) is another example of the college using data from surveys to evaluate itself and make improvements. ASPIRE is a student success program designed to provide the kind of support necessary to increase the academic success, retention, degree completion, and transfer rates of African-American and other students enrolled at Mt. San Antonio College. The Equity For All student success data found that lower rates of achievement, degree attainment, and transfer were evident among African American students. This disparity gave rise to the ASPIRE program, funded through the Basic Skills Initiative. The ASPIRE program utilizes an effective strategy for improving retention and persistence for populations identified as being historically at-risk by providing culturally-sensitive counseling, advising, mentoring, and targeted support services. All ASPIRE students are required to meet with their mentor at least twice a semester, submit at least one progress report each semester, attend at least one ASPIRE event each semester, and maintain a minimum 2.0 GPA and 6 units of enrollment each semester. The ASPIRE program is able to establish a welcoming environment in which the academic and campus climate connects students to the institution, to faculty, to staff, and to other students (See *ASPIRE*).

Among a variety of other needs, the Community College Survey of Student Engagement (CCSSE) results identified financial aid as the students' primary need. Addressing financing college is the first key to access. A textbook task force was established to make recommendations to the Student Preparation and Success Council regarding practices, policies, and procedures to address the high cost of textbooks at Mt. SAC. The Textbook Task Force has continued to meet and plans to initiate a broader campus dialogue regarding ways in which the college can address the high cost of text books for its students.

The college's Financial Aid office also responded by hosting an annual Cash for College Event. California Cash for College is a statewide effort to provide free, professional assistance to families completing the Free Application for Federal Student Aid (FAFSA) and the Cal Grant GPA Verification Form. The FAFSA is required for any student seeking federal and state financial aid, including grants, employment opportunities, and loans at most schools. The goal is to help college-bound students and their families complete the forms required for financial aid. Approximately 900 college-bound students and their families attend this annual event.

The California Student Aid Commission assists in sponsoring the Cash for College events. In 2009, California Cash for College participated in a national study called the Performance-Based Scholarship Demonstration, which is operating at several colleges and universities around the Country. The project is being managed by MDRC, a research company. The purpose of the project is to understand whether performance-based scholarships can improve retention and persistence among low-income community college students. Evaluation of the Cash for College event was completed online by the California Student Aid Commission.

Results indicated that an overwhelming majority (97%) thought that the event was worth attending, and 89.8% of participants reported they would have not been able to complete the FASFA on their own.

The Cash for College–Performance Based Scholarship Study provides six types of scholarships, ranging in amount (up to \$4,000) and length of time, to randomly selected students, with most tied to academic performance (2.00 GPA) criteria. Because of the high numbers of participants at the 2009 Mt. SAC Cash for College event, 41 students were awarded cash scholarships ranging from \$1000 to \$4000. In 2008, four students were awarded Cash for College scholarships. Funding is provided by the College Access Foundation of California.

Additionally, Financial Aid hosts “in-reach” events on campus during the college day wherein assistance is provided in completing the FAFSA. In 2009, the Financial Aid staff included “Banner claim account” assistance for currently enrolled Mt. SAC students, as this was a required process for all students who were intending to retain their continuous enrollment status at the college when the college switched student transaction systems.

Student evaluations are another way of the college evaluating the effectiveness of its programs and the documentation is available in ePIE. The Bridge Programs utilize a form of “continuous improvement” by regularly evaluating all of their efforts—from faculty evaluations to student evaluations and interviews. For example, student evaluations of the Mathematics Academy indicated the need for a counseling course to be paired with a mathematics course. Student focus groups and surveys indicated a need for the Summer Bridge program to add collegiate level linked courses and extend the program from just a summer learning communities program to a fall “Freshman Experience” learning community (See *Learning Communities*).

Student success data is also used by the college to make decisions about its programs and services. For example, the SSPIRE program is a pre-health learning community. Changes in the order in which students take certain classes, the pairing of classes, and the development of a new class was a direct result of student success data.

Improvements are changes which can be difficult. Each change brings the promise of improvement, but it prompts other changes. Improvement is a gradual, sometimes chaotic process, but the goal for the college remains very stable: to provide more efficient service, to serve students more effectively, and to maximize the use of college resources. An example of this chaos to efficiency can be found in the conversion to SCT Banner—a program that will eventually make it possible to serve students much more effectively and provide greatly needed self-service to faculty and staff at the college (See *Banner Steering Committee*). As the college proceeds with implementation of the Banner system, it has reconsidered and re-evaluated the online curriculum software program, WebCMS. Although WebCMS has been in use for a number of years, it does not connect to Banner, and evaluation of its effectiveness has brought into questioning its effectiveness for long-term use since many colleges across the state have adopted CurricuNet successfully and this program has been endorsed by the Chancellor’s Office. Through this systematic review process, the college evaluates the software options and makes recommendations for action.

### I.B.7 Self-Evaluation

Based on the information outlined in the descriptive summary section, it is clear that Mt. SAC assesses its evaluation mechanisms through a systematic review of its effectiveness in improving instructional programs, student support services, and library and other learning support services. All Mt. SAC departments/units use a variety of mechanisms to gather evidence about the effectiveness of their programs and services. Data mechanisms include surveys, analysis of internally generated statistics, SLOs, AUOs, and routine dialogue between and among constituent groups. PIE provides the major documentation of this activity.

The evaluation processes contribute to ongoing, systematic improvement, although sometimes through a process of successive approximations. The overall pattern for improvement shows that the college evaluates its planning processes regularly, often

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annually, moving toward the best possible solution for problems that are documented, and the college re-evaluates to make sure those solutions continue to serve it over time. Additionally, effectiveness of any change requires that the college provide adequate resources to support implementation of that change, a support that is not always possible given this uncertain budget climate.

The college meets the standard.

### I.B.7 Planning Agenda

The college is confident in its current efforts and directions in assuring that it assesses its evaluation mechanisms through a systematic review of its effectiveness in improving instructional programs, student support services, and library and other learning support services. As the current planning endeavors are working well, there is no need for new planning efforts.

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## **Standard II: Student Learning Programs and Services**



# Standard II

## Student Learning Programs and Services

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**T**he institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

### II.A. Descriptive Summary

#### *Programs*

Mt. San Antonio College offers over 1,600 courses for students in areas that enable students to transfer to four-year universities, in disciplines that prepare students for careers, and in topical areas focusing on basic skills development. A review of the 2008 to 2009 College Catalog reveals 11 Associate in Arts degrees, 79 Associate in Science degrees, 56 Skills Certificates (low unit), 69 transcriptable Certificates of Achievement, as well as 4 Certificates of Competency

and 55 Certificates of Occupational Training in Continuing Education. The college has aligned its general education requirements with the California State University (CSU) system general education requirements to enable students to seek associate degrees while simultaneously completing transfer requirements. The college's general education course options give students four courses in Area A, 57 courses in Area B, 134 courses in Area C, 66 courses in Area D, and 20 courses in Area E. Certificates of Achievement in CSU General Education—Breadth and Intersegmental General Education Transfer Curriculum (IGETC) also encourage students to complete programs at the college while preparing for transfer to the higher education systems in the State (See *College Catalog*).

Regular institutional review of courses in general education and all programs carefully considers evidence that teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements of the CSU and University of California systems for articulation. The college supports the faculty in ensuring that courses in their respective disciplines remain current, as certified by review of the Educational Design Committee and Academic Senate approval, and that they are regularly assessed in a systematic and well-documented, annual program review process (See *PIE documents (archive)*).

The programs representing the Career and Technical Education (CTE) disciplines, the largest percentage of associate in science degrees and certificates, review courses and programs regularly to ensure that they meet the needs of students preparing for careers and the needs of business and industry partners in the area. These disciplines meet annually to obtain feedback of advisory committee members in their industries on the currency and relevancy of courses and programs that prepare students for careers. High quality programs in

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CTE disciplines are defined by regular review of student retention and success in the programs and in external testing that certifies competence, as well as ongoing accreditation of programs as required by external bodies (e.g., Regional Fire Academy and the Paramedic and Emergency Medical Technician programs in Medical Services). Faculty in the CTE programs annually assess data on student success in achievement of learning outcomes to determine appropriate strategies to improve their programs.

The review process is used to identify emerging fields, to respond to shifts and changes in well-established fields, and to address student and community needs to modify or create degrees and certificates. In response to recent review processes, the college developed and approved a collaborative certificate between Mt. San Antonio College and Citrus College in Public Works/Landscape, specifically, a Building Automation certificate that meets green building technologies, and a revision of Computer Information Systems certificates, emphasizing computer security.

The 2007 to 2008 revision of the Associate in Arts Degrees in Liberal Arts and Sciences with areas of emphasis required campus-wide involvement and created opportunities to discuss, to debate, and to consider the purpose and function of the degrees. After approval of the degrees, it became evident that a review process that fostered inter-division communication was necessary to integrate newly developed courses into the existing degrees, to remove courses that may no longer support the degrees, and to affirm the relevancy of the degrees. A process was approved by the Academic Senate in late spring 2009 and implemented in fall 2009 (See *Curriculum and Instruction Council—minutes October 13, 2009*).

### *College and Team Goals*

College goals have been developed to form the framework for aligning the work of instructional and service programs to the college mission. Each instructional program, through the planning processes of the academic departments, and student services departments, reports on the coordination of its

activities and on institutional goal alignment. Several of the College Goals and Strategic Objectives for 2008 and 2009, particularly, create avenues for instructional programs to align with the college mission (See *College Goals and Strategic Objectives*). The goals were updated and approved by the Board of Trustees on September 23, 2009.

### *Planning for Institutional Effectiveness (Program Review)*

The planning framework to support instructional program and services alignment with the college mission is the college's annual program review process, entitled "Planning for Institutional Effectiveness" (PIE) (See *Planning for Excellence Newsletters—June 2009; PIE documents (archive)*). Through PIE, program alignment to the college mission is created, is monitored, is evaluated, and is improved based on feedback from users, as received by the Institutional Effectiveness Committee (IEC) (See *Institutional Effectiveness Committee*). This planning process requires that each program must review its functioning and develop planning in alignment with the college mission (See *PIE documents (archive); PIE documents (current)*).

### *Student Learning Outcomes and Planning*

The program review model used by the college (See *PIE documents (current); PIE documents (archive)*) requires that every instructional program annually document its student learning outcomes in ePIE (TracDat software programmed to serve as the repository for the annual program review planning document including student learning outcomes and general education outcomes assessment findings), as well as the assessment conducted and the planning resulting from that assessment (See *ePIE*).

Student Learning Outcomes assessment is required for every academic department, instructional program, and student services and support department. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space,

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technology, and support staff are adequate (See *SLO web page*).

As the departments are engaging in developing and assessing student learning outcomes, the Outcomes Committee (a consolidation of the former Student Learning Outcomes Committee and the General Education Outcomes Committee) evaluates the quality of campus-wide outcomes assessment efforts. To do so, it extracts sample SLOs from various units on campus via ePIE and evaluates them against a faculty-developed and faculty-modified rubric. The statement, assessment method, summary of data, and use of results for each of these SLOs are reviewed. From these collective reviews, the Committee prepares a report for the Academic Senate, due in spring 2010, that outlines trends in assessment efforts across the campus as well as general recommendations to assist the campus in enhancing the meaningfulness of these efforts. These trends and recommendations address common areas of confusion, ways to structure the assessment methods, technical modifications, and other identified concerns and problems.

### *Curriculum Review and Approval Process*

The Educational Design Committee (EDC) serves as a standing committee of the Curriculum and Instruction Council (C&I) (See *Educational Design Committee; Curriculum and Instruction Council*). The mission of the EDC is to facilitate consistency in the quality of curriculum management and to ensure that all courses meet the intent of Title 5 regulations. The EDC assures that course outlines of record contain all of the required elements and that the descriptive narratives, content outlines, and measurable objectives are topically integrated. Based on the content related elements, the EDC verifies that required methods of assessing student performance, including substantial writing, non-computational problem solving, computation, or skills demonstrations, are appropriately selected for the stated measurable objectives and are supported by sample assignments. To maintain a high quality college curriculum, all courses are reviewed on a four-year review cycle and are evaluated using the same criteria as newly proposed courses.

The EDC functions in six dominant ways to ensure the quality and ongoing relevance and currency of the curriculum. The EDC is composed of faculty members from every instructional division. The committee membership also includes Deans from Continuing Education and credit instruction to provide administrative support for curriculum processes.

In addition to a Title 5 review of individual courses, the EDC ensures that course development supports an interrelated curriculum. Courses and programs are evaluated for alignment with the college mission, academic rigor, currency, and intensity. There is an expectation that the course outline of record is a cohesive, well-written document that outlines content, learning objectives, and methods of evaluation. If courses are delivered through distance learning, the EDC simultaneously reviews on-site courses with the distance learning format for content integrity (See *Questions to Aid in the Evaluation of Distance Learning*). Per Title 5 Section 55206 Separate Course Approval Regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Course Amendment Form to the Distance Learning Committee for review and approval; and, just as for all other courses, distance learning courses are approved by the Educational Design Committee and the Curriculum and Instruction Council before submission to the Academic Senate for approval. Likewise, honors courses are simultaneously reviewed with the standard course to ensure an enriched learning experience. Stand-alone courses that support student success and are aligned with the mission of the college are also reviewed and recommended by the EDC.

C&I makes certain that external curricular mandates are satisfied. Three of the four processes indicated in the Higher Education Act to authenticate students in distance learning courses are already in place at Mt. SAC, vis-à-vis Banner, an enterprise application software program, and Blackboard, a course management system. The fourth process can be implemented through the use of existing or newly implemented resources. The processes are:

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1. **The student registers:** Registration for courses is conducted online through My.MtSAC.edu Portal, authenticating with Banner through the student's username and password.
2. **The student participates in:** Students are authenticated for participation in online courses by logging into the portal with their username and password. The college has single-sign on to the Blackboard application, so the student's credentials are securely passed to the Blackboard application.
3. **The student completes the program:** The faculty member logs into the portal with his/her username and password and awards the student a final grade. This online grading process was implemented in summer 2009.
4. **The student receives the academic credit:** The grade given by the faculty member is rolled to academic history and appears on the student's official transcript which provides evidence of course credit. A copy of the official transcript can be requested at the Office of Admissions and Records.

A high-quality, integrated curriculum consists of courses with overlapping ideas, concepts, and theories and with enough content overlap to allow students to master ideas, to synthesize universal application, and to apply concepts to new learning experiences. Too much overlap, however, results in duplicated efforts, repetition, and limiting learning experiences. Achieving the balance is core to the purpose and function of the Educational Design Committee and the Curriculum and Instruction Council. The Committee is developing a duplication and overlap policy, which will be submitted to the Academic Senate in spring 2010.

Proposals for new programs are evaluated for program needs: facilities, staffing, equipment, and support services. Such review allows the college to plan for any new programs to ensure that they meet the mission of the college and maintain the integrity and high quality standards that appropriately represent the college.

## II.A. Self-Evaluation

Mt. San Antonio College consistently offers an integrated, relevant, high-quality curriculum. Curriculum development is achieved using an institutional review process to align and refine program goals to the college mission, student learning outcomes to improve teaching and learning strategies whether taught in standard or distance learning formats, and a comprehensive course and program review process that integrates the curriculum and systematically evaluates rigor, intensity, and relevancy. Emerging fields are represented in the curriculum as well as in majors, in certificates, and in degrees that are updated and modified to reflect shifts and changes in intellectual thought, industry requirements, and student and community needs. Review and evaluation is central to Mt. San Antonio College and is used to achieve a balanced curriculum that supports student learning and success.

The college meets the standard.

## II.A. Planning Agenda

The college is confident in its current efforts and directions in offering high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with Mt. SAC's mission. The college's instructional programs are systematically assessed in order to assure currency, to improve teaching and learning strategies, and to achieve stated student learning outcomes. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.1

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

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## II.A.1 Descriptive Summary

All instructional programs operate within the context of multiple and integrated planning processes that assure an ongoing review of program functioning in alignment with the college mission. These planning processes allow each instructional program to demonstrate connection and alignment with the college mission annually and to assess data on student performance and success and outcomes of student learning as the basis of making improvements and changes to programs and courses as well as for requesting necessary resources that ensure appropriate program functioning. Informing all planning and evaluation processes is the college mission statement (See *College Mission, Vision and Core Values*).

### *Planning for Institutional Effectiveness (Program Review)*

The planning framework to support instructional program and services alignment with the mission is the college's annual program review process, entitled "Planning for Institutional Effectiveness" (PIE) that is created, is monitored, is evaluated, and is improved based on feedback from users, as managed by the Institutional Effectiveness Committee (IEC) (See *Institutional Effectiveness Committee*). This planning process requires that each program must review its functioning and develop planning in alignment with the college mission (See *Planning for Excellence Newsletters—June 2009; PIE documents (archive); PIE documents (current)*).

Academic departments and service areas (Student Services and Administrative Services including Facilities and Information Technology), as well as Human Resources, conduct and submit an annual review, including assessment of performance data and planning aligned with the college mission and college goals to support changes to instructional programs and request adequate resources for maintaining program strength, currency, and integrity. Special population programs such as Distance Learning, the Honors Program, the Teacher Preparation Institute, and Study Abroad also conduct a program review that requires annual review

of program functioning in the context of the college mission and the development of goals and resource requests from assessment of its functioning and its outcomes of student learning.

To maintain program integrity, appropriateness, and quality, Career and Technical Education (CTE) programs regularly focus on planning through data collection and assessment processes. This process is embedded in PIE (program review) and requires annual identification of the internal and external conditions affecting the program.

*Internal conditions* include data reflecting student achievement and program performance. Student achievement is evaluated in each program through the assessment of student learning outcomes. This information is collected at the program level and is managed and made available through the college's assessment management system, ePIE (See *ePIE*).

Program performance for CTE programs is documented through Management Information System (MIS) core indicator data in five areas: student skill attainment, certificate/degree issuance, student persistence and transfer, and special population participation and completion. This information is made available to programs through the California Community College Chancellor's Office (See *CCCCO Perkins*).

Achievement and performance is also measured through program-specific board exam scores/certifications; employment database/employer surveys; and/or external accreditation.

*External conditions* are those affecting CTE programs from outside of the college. They include industry and business advisories, external accreditation and licensing bodies, state labor market data, and other data collected through the college's Research and Institutional Effectiveness Department and external research organizations. Examples of external conditions affecting the planning process for one program, Air Conditioning and Refrigeration (AIRC), in 2008 to 2009 include the following trends:

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1. High unemployment in construction is resulting in increased enrollment, while job placement is dropping.
2. Emphasis on Green Building Technology and demand for building-automation technicians required the AIRC program to modify its curriculum.
3. Government imposed refrigerant phase-out is increasing cost of common refrigerants.

In response to these external conditions, the AIRC program developed a new certificate program in Building Automation to meet the emphasis on new and "green" building technologies. The program also imposed tighter refrigerant handling procedures in its mechanical labs. As an extension to the identification of these trends, the Instruction Team PIE Summary 2008 to 2009 notes the major external conditions affecting planning for instructional programs and cites, "Directional changes in industry related to technology, economy, and employment opportunities" (p. 19, #4) (See *PIE documents (archive)*). Curricular responses such as those described for the AIRC program illustrate how the planning conducted annually through program review allows instructional programs to meet the mission of the institution and uphold its integrity in response to changing circumstances.

*External conditions* also affect distance learning delivery. Student authentication required by the Higher Education Act has been satisfied (See *Questions to Aid in the Evaluation of Distance Learning*). Three of the four processes indicated in the Higher Education Act to authenticate students in distance learning courses are already in place at Mt. SAC using Banner, an enterprise resource planning software, and Blackboard, a course management system. The fourth process can be implemented through the use of existing or newly implemented resources. The four processes and their interactions with Banner are:

- **The student registers:** Registration for courses is conducted online through my.mtsac.edu Portal, authenticating with Banner through the student's username and password.

- **The student participates in:** Students are authenticated for participation in online courses by logging into the portal with their username and password. The college has single-sign on to the Blackboard application, so the student's credentials are securely passed to the Blackboard application
- **The student completes the program:** The faculty member logs into the portal with his/her username and password and awards the student a final grade. This online grading process was implemented in summer 2009.
- **The student receives the academic credit:** The grade given by the faculty member is rolled to academic history and appears on the student's official transcript which provides evidence of course credit. A copy of the official transcript can be requested at the Office of Admissions and Records.

Additionally, the college has established new or modified processes to increase student success and retention for students in distance learning courses. The request for these processes was articulated formally in the Academic Senate Resolution 2009-11 and will be available for students beginning with the spring 2010 semester.

- A consistent format for Schedule Notes for all Distance Learning (DL) courses is to be displayed in the Mt. SAC Schedule of Classes, on the Luminis Portal, and on students' individual printed schedule that directs the student on how to begin his/her DL course, includes the professor's name and contact information, and lists all required on-campus meeting dates, times, and locations.
- A standard paragraph describing that the academic rigor and the time commitment required of students enrolled in a Distance Learning course are equivalent to those of traditional courses is presented to students through the College Schedule of Classes and is displayed on Mt. SAC web pages, in Luminis Course Studio, on the Blackboard Login page, and in student and faculty channels in Luminis Portal.

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- Strong emphasis on the use of Mt. SAC email addresses for all official college and course communications.
- A voluntary survey for assessing a student's minimum online learning skills, including suggestions for increasing their skill set, is available to all students who wish to register or who enroll in a Distance Learning course.

### *College and Team Goals*

College goals have been developed to form the framework for aligning the work of instructional and service programs to the college mission. Each instructional program, through the planning processes of the academic departments and student services departments, reports on the coordination of its activities and goal setting with college goals. Several of the 2008 to 2009 college goals and Strategic Objectives create avenues for instructional programs to align with the college mission (See *College Goals and Strategic Objectives*). The goals were updated and approved by the Board of Trustees on September 23, 2009.

For instructional programs, designated Strategic Objectives, which were developed to allow the college to measure progress in meeting its goals, establish more specific targets for assessing alignment of program efforts with the institutional mission and planning directions. For example, in 2008 to 2009, two Strategic Objectives relate directly to instructional programs: (1) "By June 2009, a minimum of 75% of courses will have at least two Student Learning Outcomes (SLOs) identified and (2) "By 2013, the college will improve the average student success rate for distance learning courses by 5% over the 2008 baseline."

Team goals are developed by each academic division as the basis for discussion and planning for multiple departments in related disciplines. In addition, team goals serve as the basis for considering appropriate resources needed to support programs at a level of integrity, currency, and high educational standards (See *PIE Documents (archive)*). This is particularly important for evolving needs for educational facilities and instructional spaces, for requesting technology

and equipment for laboratories and active learning spaces, and for considering staffing needs, both faculty and support positions. Team goals are developed at the larger team level (See *PIE documents (archive)*; *PIE documents (current)*) and are the basis for prioritizing needs for evolving instructional programs and support and are related to the college mission statement.

### *Student Learning Outcomes and Planning*

The program review model used by the college, Planning for Institutional Effectiveness (PIE) requires that every instructional program document annually its student learning outcomes in ePIE (TracDat software programmed to serve as the repository for the annual program review planning document, including student learning outcomes and general education outcomes assessment findings), as well as the assessment conducted and the planning resulting from that assessment (See *PIE Documents (archive)*).

Student Learning Outcomes assessment is required for every academic department, instructional program, and student services and support department. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate (See *SLO web page*; *Student Learning Outcomes newsletters*, *progress reports*, and *white papers*).

### *Educational Master Plan*

The development of the college Educational Master Plan involved consultation with every academic department (faculty and administrative support manager), every student services support area manager, and all related administrative services support areas. The Educational Master Plan was based on the projected growth and evolution of instructional programs and services in the areas of staffing needs (both faculty and support staff), facilities needs, technology needs, and enrollment based on data used to project the geographic area demographics through the year 2020. Faculty and staff from Information Technology and from the Research

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and Institutional Effectiveness Departments were closely involved in the development of the Educational Master Plan. They worked diligently to provide the most accurate data possible, a task which often required rethinking the standard data reports and a great deal of collaboration with those involved in bringing together the data and the interviewees to determine the most useful conclusions regarding current institutional functioning and needs projected with future directions indicated for instructional programs and services (See *Educational Master Plan*).

Such planning demonstrates the college's commitment to addressing the projected growth and support of instructional programs and services to ensure continued support to programs with integrity and information that allow programs to engage in planning that will enable them to meet the college mission in serving the population of students coming to Mt. SAC in the future for education and training.

### *Curriculum Review and Approval Process*

The Educational Design Committee is composed of faculty from every instructional division of the college, an Academic Senate appointed Curriculum Liaison and Assistant Curriculum Liaison, as well as the Deans of Instructional Services and Continuing Education and Student Services representatives. The Educational Design Committee (EDC) reviews all proposals for new and modified courses and programs and ensures that all existing courses are reviewed on a continuous four-year cycle (See *Educational Design Committee*).

In addition to a Title 5 review of individual courses, the Educational Design Committee ensures that course development supports an integrated curriculum. Courses and programs are evaluated for alignment with the college mission, academic rigor, currency, and intensity. There is an expectation that the course outline of record is a cohesive, well-written document that outlines content, learning objectives, and methods of evaluation. If courses are delivered through distance learning, the Educational Design Committee simultaneously reviews on-site courses with the distance learning format for content integrity (See *Questions to Aid*

*in the Evaluation of Distance Learning*). Per Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Course Amendment Form to the Distance Learning Committee for review and approval. All distance learning courses are approved by the Educational Design Committee and the Curriculum and Instruction Council before submission to the Academic Senate for approval. Similarly, honors courses are simultaneously reviewed with the standard course to ensure an enriched learning experience. Stand-alone courses that support student success and are aligned with the mission of the college are also reviewed and recommended by EDC.

A high-quality integrated curriculum consists of courses with overlapping ideas, concepts, and theories, with enough content overlap to allow students to master ideas, synthesize universal application, and apply concepts to new learning experiences. Too much overlap, however, results in duplicated efforts, repetition, and limiting learning experiences. Duplication and overlap require an evaluative process with core criteria to validate the evaluation process. A duplication and overlap policy was developed and adopted by the Academic Senate in spring 2010.

Proposals for new programs are evaluated for program needs: facilities, staffing, equipment, and support services, as well as labor market needs for Career and Technical Education (CTE) programs and articulation alignment for transfer programs. Such review allows the college to plan for any new programs to ensure the success of the proposed program and maintain the integrity and high quality standards that appropriately represent the college.

Examples of programs reviewed using these criteria follow:

- New Associate of Arts Degrees in Liberal Arts and Sciences (Areas of Emphasis in Business, Communication, Fine Arts, Humanities, Information Technology, Kinesiology and Wellness, Language

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Arts, Mathematics, Music, Natural Sciences, and Social and Behavioral Sciences)

- Certificate in Architectural Technology: Design Concentration (Levels 2 and 3)
- Certificate in Hospitality: Hospitality Management (Level 2) and Restaurant Management (Level 2)
- Certificate in Digital Photographic Technician (23 units)

The 2007 to 2008 revision of the Associate in Arts Degrees in Liberal Arts and Sciences with areas of emphasis required campus-wide involvement and created opportunities to discuss, to debate, and to consider the purpose and function of the degrees. As part of the revision process, evaluation sessions were held in March 2009. All faculty were invited, and recommendations from the sessions were submitted for approval by the Academic Senate for the 2010 to 2011 catalog. After approval of the degrees, it became evident that a review process that fostered inter-division communication was necessary to integrate newly developed courses into the existing degrees, to remove courses that may no longer support the degrees, and to affirm the relevancy of the degrees. A process was approved by the Academic Senate in late spring 2009 and implemented in Fall 2009 (See *Curriculum and Instruction Council—minutes October 13, 2009; AA Degree New and Review Process*).

The new process builds on the workshop model used to initiate and review the 2007 to 2008 degree modifications, incorporates a four-year review cycle, includes a mechanism for establishing Student Learning Outcomes, allows inter-division faculty participation, and integrates with the currently established revision process for division-specific majors, certificates, and degrees.

### *Student Services*

Mt. SAC utilizes a comprehensive process to assess the educational needs and educational preparation of its students, especially upon entry to the college. The assessment process consists of both cognitive assessments (placement tests in writing, reading, and math) as well as non-cognitive assessments

(surveys and questionnaires). Various programs have been designed and implemented to meet the varied educational needs and preparation levels of the students. The programs take into consideration the wide diversity of the college's students—including ethnic, cultural, and linguistic diversity as well as socio-economic factors and disabilities.

The Bridge Program (the umbrella for learning communities) represents the college's greatest efforts to address the diversity of backgrounds and preparation of entering students. Through coordination of many efforts across the campus, students are identified upon entrance to the college of needing specialized educational and support services in order to be successful in college. The Bridge Program utilizes a learning community model designed to increase students' academic and personal success through the structuring of the learning environment. The model enables students to take an active role in the teaching and learning process; an integrated curricular approach; learner-centered pedagogical techniques; peer group learning experience; and a networked system of support (See *Bridge Report*).

For summer 2009, close to 1,000 students applied for the Summer Bridge Program; however, only 340 could be accommodated and accepted into the program. Of those who were accepted, 332 students actually enrolled, which is the most in the history of the program and reflects a 20% increase from the previous summer in which 269 students enrolled. The Summer Bridge Program is designed to provide an intensive introduction to college for first generation college students who test at the basic skills level. Students enroll in linked courses which combine both academic classes (English writing, mathematics, learning assistance) as well as counseling classes.

Faculty from both Instruction and Student Services have developed additional learning communities focused on meeting the basic skills needs of students in English and math. Students enroll in linked courses, which combine English writing and counseling and math and counseling. Additionally, through a SSPIRE grant (Student Support Partnership, Integrating Resources

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and Education), students who were interested in entering the field of nursing or a career field in the allied health area were enrolled into a Pre-nursing/ Health Bridge. Students enrolled in Bridge Programs have continued to outperform students enrolled in similar classes (See *Bridge Report*).

The success of the Bridge Program prompted the development of three sequential learning community courses:

- LCOM 80, Learning Communities: Individual Connections
- LCOM 90, Learning Communities: Campus Connections
- LCOM 100, Learning Communities: Interdisciplinary Connections

LCOM 80 explores the student's connections between the self, courses, and learning community themes; LCOM 90 assists the student in analyzing the connections between the individual and the campus; and LCOM 100 helps the student interpret connections between real world problems, course content, and learning community themes. The courses were collaboratively developed by counseling and learning assistance faculty, with input from content area faculty. Students who are participants in the ASPIRE (African American Student Program Inspiring Responsibility for Education) program are also afforded the opportunity to enroll in the ASPIRE Learning Communities.

Under the leadership of the Disabled Student Program and Services (DSPS) Department, faculty training has been conducted to introduce the concept of Universal Design. Universal Design is a philosophy that espouses the development of flexible environments so that all students benefit, regardless of college experience, program affiliation, academic preparation, cultural background, and ability, thereby minimizing the need for special accommodations. By enhancing faculty awareness of universal approaches that will meet the needs of disabled students, the college is beginning to develop approaches that enable disabled students to benefit from all courses of instruction.

To assist students with distance learning courses, students are advised to consult counselors and take a voluntary survey to gauge their readiness for distance learning courses.

## II.A.1 Self-Evaluation

Mt. SAC demonstrates that its instructional programs address and meet the college's mission statement. The integrity of the college is evident within the instructional programs because of the many thoughtful and evaluative ways in which the programs are created, evaluated, and improved. Regardless of the location of the course or the means of delivery, the college's mission statement is central to the program, and integrity of course offerings is maintained.

Through this accreditation review process, the college has learned that the Educational Design Committee needs to assess and strengthen the current curriculum overlap and duplication guidelines. The committee is completing the development of a philosophy statement on duplication and overlap; merge and modify current guidelines; and develop a course overlap and Administrative Procedure for review and approval by the Academic Senate.

In 2009 to 2010, the Educational Design Committee will review the context of stand-alone courses as they relate to the college curriculum as a whole.

The college has implemented the four-year degree review process to maintain quality and relevancy of the eleven newly approved Associate in Arts degrees. The college will also consider new degree proposals, and, through collegial discussion, evaluate and review the effectiveness of the review process.

Programs throughout the college participate annually in the program review process through ePIE (See *PIE documents (archive)*; *PIE documents (current)*). The college has reviewed this process annually, with primary responsibility for thoughtful consideration of feedback and recommendations given to the Institutional Effectiveness Committee. These responsibilities identify the challenges for the college in ensuring

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optimal functionality of the program review processes to strengthen unit level planning, especially for all programs that seek to meet the mission of the institution amid dramatically changing circumstances. In the last three years, the program review process has been modified in response to feedback and institutional planning needs. The college has modified and updated its goals for greater relevance and currency and has strengthened requirements for SLO assessment documentation, particularly in regard to reporting on how assessment has resulted in improvement of instructional programs. The college has also moved from a hard copy version to an electronic version of program review, referred to throughout this report as ePIE, to provide ongoing access to the planning report for departments and to allow programming for more effective summary reporting.

One of the challenges the college faces is making available reports that provide instructional programs with accurate and current data, promoting ongoing program review. Although instructional programs across the college are able to link their goals to the goals of the college, programs have sometimes been hampered from communicating their rationale for planning based on data reports (i.e., ICCIS reports STS861 and STS618) from the old student information system known as ICCIS, which have not been translated into reports generated by the new information system (See *Banner*). There is a low level of understanding of the data in these reports by some people. The departments use numerous other data sources, such as outcomes assessment, to help with their data-driven decision-making.

The college meets the standard.

## II.A.1 Planning Agenda

The college is confident in its current efforts and directions in demonstrating that its instructional programs address and meet the college's mission statement. The PIE process and curriculum review and the other planning processes as well as the college's Educational Master Plan provide the links to the college's mission statement. The integrity of the college

is evident within the instructional programs because of the many meaningful ways in which the programs are created, evaluated, and improved. Regardless of the location of the course or the means of delivery, the college's mission statement is central to the program and integrity of course offerings is maintained. As the current planning efforts are working well, there is no need for new planning efforts.

### II.A.1.a

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

#### II.A.1.a Descriptive Summary

Multiple methods are used by the institution to gather and use information regarding the composition of its students and its communities including areas of diversity, demographics, and economy. Research and analysis are conducted to gather data of various kinds for consideration at the course, program, and institutional levels. The sources for this research include, but are not limited to, institutional surveys, outcomes assessment efforts, external reporting agencies, such as the Bureau of Labor Statistics and the Center for Excellence, advisory committees, and student data reports (See *Labor Market Information*).

The college engages in an annual program review process called Planning for Institutional Effectiveness (PIE) (See *Planning for Excellence Newsletters—June 2009; PIE documents (archive); PIE documents (current)*). PIE uses both student learning outcomes (SLOs) and administrative unit objectives (AUOs) to evaluate its programs and services. AUOs include statements that identify client response to a certain service that a department provides. They identify activities that are critical and central to the unit. Designed and identified by the department, these statements provide evidence

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that a positive client reaction has occurred as a result of a specific service. PIE also includes examination of the internal and external conditions impacting each department/unit. In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010*; *Excellence in Assessment Award 2010*).

One purpose of PIE is to document external circumstances reflecting changes in demographic and community needs to allow for relevance and currency of instructional programs and services based on data and trends in student needs and the community. This is one systematic strategy for ensuring that the college effectively serves its students and community.

An example of an external condition from the Business Division PIE Summary (IIIB External Conditions Business) identifies the continuing increase in student demand for distance learning courses; a shortage of accountants and auditors in the community, creating a 42% increase in the forecast of accounting jobs; new technology requirements within the fashion industry; an increase in student interest in the Culinary Arts program; the California State University (CSU) requirement for an intermediate algebra prerequisite for economics courses; and the student demand created by the limitation on enrollment by the University of California (UCs) and the CSUs. The Technology and Health Division PIE Summary (IIIB External Conditions, Technology and Health) identifies the growing emphasis on Green Building Technology, requiring the modification of the curriculum; changes in regulations governing water treatment that will impact operator certification needs; and the increased enrollments in the Air Conditioning (AC) and Construction Inspection programs during high unemployment in the construction field.

Components of this PIE process include reviewing the past year's accomplishments and areas of opportunity, an environmental scan (communicating internal and external conditions as well as data sources), setting short- and long-term goals, documenting assessment efforts (including student learning outcomes,

general education outcomes, and administrative unit objectives), making resource requests, and aligning unit-level efforts to team- and institution-level priorities (See *Planning for Institutional Effectiveness*). Through this annual review process, units across the campus (1) critically examine areas of opportunity based on conditions within the community and data on student needs in relationship to these conditions, (2) determine their planning agenda, and (3) request resources to adjust their program to meet student and community needs.

Examples of such changes on a program level include the development of a Building Automation certificate in response to the Green Building technology demands and consideration of merging programs in Manufacturing Technology and Engineering Design into an Industrial Production and Design program (Technology and Health Division PIE, IIIB.). Additionally, the Humanities and Social Sciences Division requests additional resources to maintain the Speech and Sign Success Center, a tutoring lab designed specifically to support student learning objectives in the speech and sign language interpreter programs, in response to a report of 24% increase in demand for sign language interpreters.

The Information Technology (IT) Department critically supports the ePIE process through many means including the management of the software tool for program review and the preparation of student data and summary reports. Through the joint support of the IT Specialist and a Network Administrator, the IT Department maintains the software application, TracDat, which supports the entire electronic program review process (ePIE). Multiple training sessions on using this software application effectively are provided for the general campus community through the Office of Professional and Organizational Development as well as specialized training and consultation for individual departments and Divisions. These trainings are presented either by the IT Specialist alone or in tandem with the Educational Research Assessment Analyst from the Research and Institutional Effectiveness Department.

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Additionally, the IT Specialist offers ongoing support that ranges from setting up user accounts to importing the course lists for course-level student learning outcomes to reviewing ePIEs for departments and suggesting improvements. The IT Department also prepares a multitude of reports for each department. Each department annually receives the following reports in order to complete its program review:

1. Program of Study Data—three year comparison counts of certificate program declared, certificates earned, degrees declared, and degrees earned.
2. Academic Program Review Report—three year comparison of counts and calculations including, but not limited to, weekly student contact hours (WSCH), full-time equivalent students (FTES), full-time equivalent faculty (FTEF), total number of credit students, total number of credit sections, average credit class size, retention, and success rates.

The aforementioned reports are electronically delivered directly to the department's ePIE account. After each department completes its ePIE, the IT Department also compiles the departments' ePIEs to create ePIE summary reports for each manager and Division Dean (See *ePIE*).

The Research and Institutional Effectiveness Department plays a key role in student learning outcomes (SLOs) research, reporting and tracking through its assistance with the white papers, newsletters, and progress reports to its hands-on help with creating and assessing SLOs. Some departments, like the Chemistry Department, are assessing SLOs on their own, knowing that assessment and evaluation of the results are the department's domain. In the technology vocational areas, the Technology Advisory Committees are researching what students need to know to be employable when they graduate. For the academic areas, at first faculty use their gut instinct and then they use the course-level and degree/certificate-level measurable objectives to build the SLOs and the ongoing and cyclical assessment models. Different types of work and evidence related to SLO's can be found in The Spotlight newsletters

and companion progress reports (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

One central source of information on student and community needs for the institution is the Research and Institutional Effectiveness (RIE) Department (See *Mt. SAC Fact Book*). The mission of the RIE Department is to provide accurate, timely, and reliable information to address the college's research needs, which include better understanding its student needs, as well as the profiles of its communities. Researchers from RIE engage in and support processes for determining and documenting the effectiveness of programs and services and the institution as a whole in order to foster continuous quality improvement. The RIE Department publishes the Mt. SAC Fact Book, ensuring that the community members have updated information about the college, engages in ad hoc research projects, and works closely with various institutional constituencies to facilitate multi-level evaluation, strategic planning, and institutional effectiveness. Most importantly, the RIE Department aims to engage in various efforts in order to emphasize the role and use of information and data in institutional planning and decision-making through the 2009 to 2010 college's "Year of Improving Student Success Through the Use of Data" (shortened to "Y I Use Data") (See *Year of Improving Student Success Through the Use of Data 2009-10 ("Y I Use Data")*).

The RIE Department supplies reports on the demographic and statistical profile of the college, its students, and its staff. The Mt. SAC Fact Book is periodically updated online; it provides information about the Mt. SAC district, service area, applicants, assessment, student engagement through various institutional surveys, retention and success rates, degrees and certificates, graduation and completion rates, transfer rates, alumni, and college employees (See *Mt. SAC Fact Book*). In addition to quantitative data, the Fact Book includes analytical narratives on various topics including alumni trends. In short, any individual can access the Fact Book to get an assessment of the many elements that communicate the profile of the college, its students, and its community and in essence provides a needs profile.

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The RIE Department also provides ad hoc research on the effectiveness of particular efforts such as Basic Skills-funded activities, ASPIRE (African American Student Program Inspiring Responsibility for Education), the Bridge Program learning communities, Honors Program, Transfer Program, Teacher Preparation Institute Program, and the American Language (AmLa) program. These reports support the research needs of a variety of institutional constituencies. Through resources such as the Fact Book and ad hoc studies, the RIE Department aims to empower the campus in using data to make informed decisions and even to conduct its own research. Empowerment also comes through campus trainings and professional development opportunities. The RIE Department provides trainings on strategic planning, the annual program review process (or PIE), research methods, student learning outcomes, general education outcomes, and administrative unit objectives, to name a few (See *RIE (Research) Newsletter—May 2008*).

In addition to the Fact Book and large program-specific requests, the RIE Department also addresses institutional needs through coordinating and executing usually smaller ad hoc research projects. Any individual can submit a request for a particular research question. The RIE Department will evaluate the request and work with the individual best to understand the nature and objective of the study. Requests are primarily made by faculty members, by classified professionals, by administrators, and by college committees. The nature of these requests ranges from investigating student learning and performance in particular courses or programs, placement/assessment and validation studies (e.g., disproportionate impact studies), satisfaction of services, employer perspectives, alumni and graduate profiles, and data for grant submissions. Major efforts such as student learning outcomes, general education outcomes, and basic skills are also addressed through these studies. One example of many of these ad hoc studies that close the loop as far as using the data for improvement is concerned can be found in the RIE newsletter regarding the Family and Consumer Sciences program (See *RIE (Research) Newsletter—February 2009*). Through this one-on-one support, the RIE

Department supports the college's emphasis on using data to gain an informed sense of perspective regarding its effectiveness in meeting the needs of its students. This perspective forms the foundation for meaningful dialogue that can result in changes at the college to improve the provision of programs and services.

In order to provide the campus with more information about its students, the RIE Department coordinates and administers a variety of surveys. The Community College Survey of Student Engagement (CCSSE) and the Higher Education Research Institute's Cooperative Institutional Research Program (CIRP) Freshmen Survey continue to be administered on campus. Additionally, the RIE Department coordinates efforts to administer, to collect, to analyze, and to summarize the perspectives of Mt. SAC graduates and alumni. The RIE Department uses the National Student Clearinghouse database to provide transfer tracking information for various institutional programs such as the WIN Program (for athletes), Teacher Preparation Institute, Upward Bound Program, and Equity for All cohorts. For example, for the WIN Program, an academic support program for athletes, a longitudinal analysis of student-athlete's rate-of-transfer to four-year colleges was conducted to inform the program (See *Athletic Quick Facts*).

The Equity for All study is a prime example of efforts made at the college to elicit information to enable more effective service for students (See *Equity for All*). The college participated in the Equity for All Project through the Center for Urban Education at the University of Southern California. This study looked at the success of various ethnic subgroups in obtaining a certificate, passing transfer-level English and math classes, graduating from the college, and transferring to a baccalaureate-granting institution. Four cohorts of students were tracked for four consecutive fall terms from 1997 to 2000. Outcome measures were gathered as of the fall 2005, some five to eight years after students initiated enrollment at the college. The project design for this work was to utilize an "equity index" to measure success across ethnic subgroups on the identified outcome measures.

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Another central method of understanding and addressing student needs is through the development and assessment of learning outcomes assessment. The college engages in a variety of assessment efforts, including course-level student learning outcomes, program-level (for degrees and certificates) student learning outcomes, college-level general education outcomes, and administrative unit objectives (See *Nichols' Model*; *GEO Assessment 2008–09: Summary of Findings*; *SLO web page*). Outcomes assessment is a faculty-driven process; although classified professionals and administrators also engage this process. Such efforts are intended to enhance the student experience by assessing the effectiveness of programs and services offered at the college and using the results to make appropriate modifications. Student learning outcomes and general education outcomes aim to compare actual student performance with college expectations and determine whether changes are needed to bring them into alignment. Assessment efforts offer another opportunity for the college critically to analyze the provision of courses, of programs, and of services, and to address the student needs in those areas.

As departments engage in developing and assessing student learning outcomes, the Outcomes Committee (a consolidation of the former Student Learning Outcomes Committee and the General Education Outcomes Committee) evaluates the quality of campus-wide outcomes assessment efforts. To do so, it extracts sample SLOs from various units on campus via ePIE and evaluates them against a faculty-developed and faculty-modified rubric. The Committee reviews the statement, assessment method, summary of data, and use of results for each of these SLOs. From these collective reviews, the Committee prepares a report for the Academic Senate, for spring 2010, that outlines trends in assessment efforts across the campus as well as general recommendations to assist the campus in enhancing the meaningfulness of these efforts. These trends and recommendations can address common areas of confusion, ways to structure the assessment method, technical modifications, etc.

In addition to creating and supporting internal efforts such as outcomes assessment and program review, the college uses external resources to meet the varied needs of students. The college has been awarded multiple grants that fund specialized programs aimed at meeting the needs of specific populations. Many grants, such as the Career and Technical Education Act (CTEA—formerly VTEA) Grant; a Science, Technology, Engineering, and Math (STEM) Grant with CSU Fullerton; and Title V have enabled the college to design and implement focused and innovative programs to enhance the student experience (See *Grants Reports*). Using a combination of data including local data extractions from the Mt. SAC data warehouse and Chancellor's Office data, the Research and Institutional Effectiveness Department has provided much of the information for the grant applications such as for Title V and Title III. The RIE Department's data extracts and summaries have allowed the college to provide evidence to designate it as a Hispanic Serving Institution (HSI) as well as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

In 2008 the Market Assessment and Enrollment Management Analysis Project (See *Clarus Studies*) investigated the first term experience of a cohort of first-time students in relation to their persistence to the same term of the following year (See *Why Didn't Our First-Time Students Persist?*). There was an emphasis on traditionally-aged students (e.g., age 19 or younger) in order to get a closer look at the college's largest and most recruited group of first-time students in terms of their persistence rates and related academic qualities. Based on the data collected, a profile of persisting students was created. Students who persisted were more likely to be enrolled full-time, have earned a GPA of 2.0 or above, have taken orientation on campus, have a clear educational goal of associate degree or transfer, have participated in a learning community, have tested and placed in college-level courses, and have taken a mixed level of coursework (if placed in at least one pre-collegiate level). The report was presented to the Student Preparation and Success Council.

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## *Educational Master Plan*

The development of the college Educational Master Plan (EMP) involved consultation with every academic department (faculty and administrative support manager), every student services support area manager, and all related administrative services support areas. Research and Institutional Effectiveness staff and Information Technology staff were also critical in identifying and structuring necessary data for use in developing the EMP. This plan has been highly instrumental in making available data on demographics and the economy of the college's communities. Educational Master Planning was based on the projected growth and evolution of instructional programs and services in the areas of staffing needs (both faculty and support staff), facilities needs, technology needs, and enrollment based on data used to project the geographic area demographics through the year 2020. Such planning demonstrates the college's commitment to addressing the varied educational needs of the college's students (See *Educational Master Plan*).

## *Career and Technical Education Programs*

Career and Technical Education (CTE) programs target the diverse needs of students and employer/community and provide activities to prepare nontraditional populations for high skill, high wage, or high demand occupations. Programs monitor the performance of students from special populations through Management Information System (MIS) core indicator data made available through the California Community Colleges Chancellor's Office (See *CCCCO Perkins*). CTE programs implement a variety of strategies to support both success in and access to programs.

In their VTEA program improvement plan for 2008 to 2009, the Counseling Department was granted funding for program-specific counselors dedicated to specific CTE programs through the five-year Perkins cycle to assist special populations through the processes of registration, financial aid, career placement and/or transfer, and student services. Although the Counseling Department is no longer receiving funding, it is continuing these efforts by identifying a counselor to

serve as the liaison to the CTE programs/departments and by assigning counselors to visit entry-level courses to assist students with educational planning. Although students may access any college counselor, this strategy has resulted in an increased number of counselor contacts with CTE students.

Through the Technology and Educational Resource Center (TERC), CTE students receive CTE-specific tutoring support. In their plan to strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE, the TERC was funded for the following activities for 2009 to 2010:

1. Assist CTE program faculty by:
  - Assessing students enrolled in their classes
  - Identifying those students who are in need of basic skills remediation
  - Providing individual educational plans for those students
  - Providing targeted instruction to those students
  - Providing post-instruction assessment to determine the effectiveness of TERC activities
2. Assist drop-in CTE students by:
  - Providing individual educational plans for those students
  - Providing targeted instruction to those students
  - Surveying those students to determine the effectiveness of TERC activities
  - Working with program faculty to create applied discipline-specific activities
3. Work with the Research and Institutional Effectiveness Department to track success rates of CTE students who have utilized the TERC.

In 2008 to 2009, eighteen CTE programs used the TERC's resources. Aeronautics, Air Traffic Control, and Alcohol and Drug Counseling referred roughly half of their students to TERC, and success rates of 81.8%, 86% and 86% respectively were achieved by students receiving tutoring. Student success for programs referring ten or more students to TERC averaged 80.5% for those receiving tutoring (See *RIE (Research) Newsletter—February 2009*).

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Work experience is available to students associated with a program offering a work experience component in its curriculum. It is a supervised work-based learning opportunity that is related to the students' occupational goal and guided by a written agreement between the college, the worksite, and the student. It provides the learner with work-based learning experiences that support learning objectives specified within the agreement. There is no general work experience course available to students not associated with a CTE program.

All CTE programs are required to meet annually with an industry or business advisory committee to review curriculum and currency of their programs and to collect input that can be used to establish relevant student learning outcomes. Advisory committee members include members of the local business community most likely to employ program completers or having insight to industry trends. Advisors are asked to review and guide the curriculum based on industry or business needs and expectations and to recommend changes that will result in program improvement. In addition, they review student outcome performance and other program initiatives including factors impacting achievement, completion rates, funding, and issues of equity. Archived advisory minutes are maintained in the Instruction Office for three years. The standards for developing and maintaining a functional advisory committee are documented in the Mt. SAC publication (See *Advisory Committee Handbook*).

CTE programs are required to develop student learning outcomes (SLOs) at both the program and course level. SLOs identify what the student should be able to do as a result of his/her experience in a CTE program. CTE programs develop SLOs based on their knowledge as industry experts and on the needs of business and industry. Advisory committees provide insight that serves as a critical context for their development. Assessment can be based on course-embedded exams, performance exams, or national board exams or skills standards. SLOs for CTE Programs are longitudinally assessed and the data summarized in order to plan for improvement. SLOs, the means of assessment, the

summarized data, and improvement plans are included in the planning process and documented in the college's electronic assessment management system, ePIE. The planning process is documented annually and is the mechanism for program improvement and change.

### *Noncredit Students*

Noncredit students represent an array of populations, needs, and educational goals (See *Continuing Education*). The majority of them are adults enrolled in basic education, ESL, short-term vocational courses (noncredit CTE and health occupations), and courses focused on the needs of older adults. Mt. SAC students also enroll in noncredit learning support labs.

Most students in the noncredit Adult Basic Education (ABE) program are there because of difficulties succeeding in traditional high school or other educational programs. From the start, the programs are designed to provide students with the structure and attention they need to succeed. Learning is individually paced, and contact with instructors is more individualized than in traditional classrooms. In addition, the use of tutors for small group and individual pull-out instruction has increased student success.

Students in the noncredit ESL program come from a variety of educational and professional backgrounds. Many have completed higher education in their native countries, while many others have low native-language literacy. Their goals vary but are generally focused on career enhancement, college preparation, or full participation in civic life within the United States.

ABE counselors and advisors closely monitor ABE students' performance using the ABE student database and Banner mainframe. They maintain ongoing communication with instructors to facilitate early alerts on academic progress. Counselors utilize a case management approach to ensure that barriers to progress are identified and appropriate resources are provided to students. In addition, a separate graduation tracking system flags Adult High School Diploma students who are within 20 credits of high school

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graduation and General Equivalency Diploma (GED) and students who are within one test of completing the Official GED battery. These students are then provided with more frequent counseling appointments to help them continue on an intensive, focused path toward graduation as well as guidance on post-program activities.

ESL and ABE counseling teams and student services staff work together to provide workshops and other resources for students moving into college credit programs. Students nearing eligibility to become credit students receive information and guidance on completing their application, on going through the credit assessment process, and on the student services available to credit students. Because ESL courses at the high intermediate through advanced levels are articulated with credit ESL, which are offered through the American Language Department (AmLa), students who pass ESL levels 4–6 may move into AmLa without further assessment. ESL counselors work with the AmLa Department to schedule opportunities for ESL students to visit AmLa classes. AmLa instructors regularly present workshops at the annual ESL Student Career Conference regarding credit ESL teaching and learning outcomes. When possible, AmLa and ESL also feature cooperative service learning projects (See *AMLA-ESL-CARE Thanksgiving Food Drive*). These efforts have helped increase matriculation of noncredit ESL students into credit classes.

In addition to the support services provided by counseling, the ESL program conducts an annual English Literacy and Civics (E.L. Civics) survey to gain a better understanding of the immigrant learners' pressing life-skill needs. Students are asked to prioritize themes that are most relevant to their cultural adjustment needs (e.g., health and welfare, driving and the DMV, the U.S. system of job search and attainment). Results of the surveys are integrated into the following term's curriculum as a component of the ESL course objectives and are evaluated as a project or competency-based assessment. At the end of each term, students are asked to provide feedback on what they gained from these projects and on how the ESL program can better meet

their needs (See *English Literacy Civics Needs Survey; ESL-CASAS Benchmarks Data 2008–2009*).

Students enrolled in noncredit vocational courses receive varied support depending on their specific occupational program. Educational advising is available to all students. Additionally, students enrolled in health occupations receive cohort-specific orientation and advising. Their progress is monitored at the program level, and support resources such as study groups and a health skills lab assist in students' success. Noncredit vocational students, as a whole, are the most likely to matriculate into credit programs, with more than 59% continuing in credit programs within 3 years after their noncredit classes (See *Continuing Education Division—2008–09 Student Profile (p. 23 Matriculation)*).

The Equity for All study served as a critical and important element in the college's self-evaluation on equity and diversity. The results indicate that three subgroups lag behind all other students in persistence, graduation, and transfer: African American, Hispanic, and Mexican American students. Pacific Islander students were found to be achieving below equity in graduation.

It is through these numerous activities that the college plans for and evaluates the needs of the students based on their multiple and varied educational goals and backgrounds.

### II.A.1.a Self-Evaluation

The college has engaged in a multitude of activities to ensure that the needs of the students and communities are ascertained and addressed in an ongoing manner including the following: engaging in annual program reviews to house ongoing self-evaluations, goals, and efforts such as student learning outcomes, using the Research and Institutional Effectiveness Department for an array of data and specialized studies, producing an annual Mt. SAC Fact Book, applying for grants to fund focused programs and services, engaging in outcomes efforts (e.g., SLOs, GEOs, AUOs), coordinating institutional surveys, and using external sources of information.

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Varied meaningful and evaluative means are used to examine the learning needs of the students and to make changes for improvement. Appropriate programs are offered to help students achieve their goals whether it be transferring via the Honors Program, taking one or more courses in a CTE program of study, or obtaining a certificate or degree, to mention a few. Using a structured research process as part of the PIE process and/or via the ad hoc quantitative and qualitative research, assessment, and evaluation done via the Research and Institutional Effectiveness Department, the college ensures that programs offered are aligned with the needs of the students based on their diversity, demographics, and economic situation.

Through this self-evaluation, the college has learned that it needs to provide a stronger link between its program improvement and its advisory board recommendations. Furthermore, the college has learned that it needs to focus on the Call to Action plan articulated in the Equity for All report by engaging the entire college in purposeful dialogues and training to study the equity in achievement for diverse student groups.

The college meets the standard.

### II.A.1.a Planning Agenda

The college is confident in its current efforts and directions in identifying and meeting the varied educational needs of its students. Through a structured planning process and ad hoc research, programs (e.g., Honors, Learning Communities) are consistent with the educational preparation and the diversity, demographics, and economic factors of the Mt. SAC District. The college continues to rely on research, evaluation, assessment and its analysis to identify student learning needs via the PIE process and to assess progress toward achieving stated learning outcomes through the Action Plans (also known as Use of Results) pieces of PIE. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.1.b

**The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

#### II.A.1.b Descriptive Summary

Although most classes at the college employ traditional delivery methods, a number of alternative delivery modes of instruction and instructional support have been developed and are offered to meet the objectives of the curriculum and to meet the learning needs of the college's students.

#### *Learning Center Activities and Tutoring Support*

- **Writing Center:** In 2008 the Writing Center began operation as a full-service program in its new, expanded location in the newly remodeled 26D Building, with tutorial services, computer lab access, and writing workshops. The Writing Center tutored over 2,100 students for over 7,000 hours while logging in over 74,000 student lab visits for 64,000 hours. Student usage of the Writing Center grew by 247% in 2008 to 2009. Writing Center staff also presented 128 workshops focused on developmental writing issues to 827 participants. The Writing Center, under a Title V grant and in concert with the Learning Assistance Center, piloted an Early Alert Program of English 67 (developmental writing, two levels below college composition). The program was expanded to include English 68 (developmental writing, one level below college composition) in spring 2009. The Writing Center also held four Professional Development workshops in spring 2009 for faculty targeting the issues of plagiarism, assignment design, the use of smart technology in the writing classroom, and working with ESL students, which was co-taught with AmLa department faculty.
- **Math Tutoring:** Moving into newly constructed and significantly expanded facilities in the Math/ Science Building beginning in spring 2009, the Math Assistance Resource Center (MARC) was

expanded to log 22,658 student contact hours in its first 14 weeks of operation. The T-MARC (offering tutoring for transfer-level math courses) was added; this component of the tutoring lab is designed to assist students in successfully completing college-level Math courses and logged 6,925 student contact hours in the first 14 weeks of operation. Together the Math labs have been able to achieve 44,283 student contact hours in the first 14 weeks of operation in the new, expanded facility. These centers use one-on-one and computer-assisted tutoring.

- **Speech and Sign Success Center (SSSC):** As the newest of the tutoring labs at the college, the SSSC opened its doors in 2008 to 2009 to students from all Speech 1A and all Sign Language Interpreting classes. This unique tutoring lab helped more than 1,000 students strengthen their speech delivery skills and American Sign Language skills with specialized technology and tutors.
- **Technology Education Resource Center (TERC):** This lab, designed specifically to service the learning needs of students in Career and Technical Education programs, continued to provide basic Math Assessment for all AERO 23 students. The TERC serviced over 750 students with more than 7,000 study sessions in the 2008 to 2009 academic year (See *RIE (Research) Newsletter—February 2009*).
- **Campus-Wide Tutoring Support:** Utilizing additional support through Basic Skills funding and the Title V grant, tutoring programs provided over 5,000 hours of developmental math tutoring, expansion of Supplemental Instruction for basic skill courses, provided specialized tutors for the credit ESL students (American Language (AmLa)), and housed assistive technologies for DSPS students in the Language Learning Center. Additionally, categorical and grant funding made possible expansion of academic support and integration of support for learning communities and embedded tutoring, early alert pilots with tutoring and counseling, Writing Center and Math Tutoring (MARC) support, and early intervention

with probation students that included both counseling and tutoring.

- **Student Athlete Tutorial Center:** Since 2000, the Student Athlete Tutorial Center (WIN Program) has provided a place where student athletes can complete coursework and assignments and can obtain tutoring in all subject areas. Individual tutoring, small group study sessions, and computer access are offered to the students. The WIN Program is a collaborative effort between Adult Basic Education, Athletics, and Counseling Departments. It is specifically designed to assist students in preparing for transfer to a four-year university while maintaining academic eligibility (See *Athletic Quick Facts*).
- **Health Careers Resource Center (HCRC):** The HCRC is a curriculum-driven service center, including a human simulator laboratory. It provides learning opportunities for development of skills for students in the various health careers. Since fall 2007, services provided by the HCRC have dramatically increased with the addition of two fee-based programs—Phlebotomy and Medical Assistant—and the expansion of the Nursing Assistant certification courses. Additionally, use of the simulation lab has increased considerably with the involvement of the Nursing, Psychiatric Technician, Respiratory Therapy and Paramedic programs. Unfortunately, the dramatic decrease in state grant funding requires a re-examination of the functioning of the HCRC. Highly dependent upon categorical funding for its support, the HCRC has initiated a comprehensive evaluation and needs assessment of its services to credit and noncredit programs; this kind of evaluation has not been completed within the last ten years.
- **Learning Communities** [Summer Bridge, Math Bridge, English Bridge, Pre-Nursing/Health Bridge, ASPIRE (African American Student Program Inspiring Responsibility for Education), EOP&S, and Athletes]: The college's learning community efforts have employed a unique instructional strategy designed to address the learning and social psychological needs of students. In addition

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to linked class (basic skills class plus counseling), students participate in a "community class." This class, taught by a team of faculty from various disciplines, brings all students together from the various instructional links to have a common learning experience. Over the last couple of years, the college has seen growth in learning communities. For example, in fall 2007, there were 14 learning communities that served 367 students; in fall 2009, 21 learning communities served 609 students. This reflects a 60% increase in the number of students served in learning communities during the two year period (See *Learning Communities*).

- **Language Learning Center (LLC):** Provides tutoring support for the Foreign Language, American Language, and ESL programs, expanding in 2008 to 2009 with the purchase and installation of software to support inclusion of Arabic in the curriculum. The LLC also installed digital recording capability at the Assistive Learning stations available for Disabled Students and presented workshops by fourteen faculty on seven topics on using technology for language acquisition.
- **Earth Sciences Resource Center:** The Center is a student study area which houses rock, mineral, and other geologic specimens. Primarily, it functions as a hands-on learning environment, which is supported by a part-time laboratory technician who assists students and maintains the specimens. The tactile learning environment allows students to interact with the material they are studying for class. The room is also used to hold Supplemental Instructor sessions and group study sessions. Students are encouraged to work collaboratively, often on large scale mapping projects. Computer availability and assistance have been moved to the Natural Sciences Division Computer Lab, which has more service hours, up-to-date equipment, and full-time staffing.
- **Biology Resource Center:** This is a small classroom designed to hold 10–15 students and provide them with opportunities to conduct collaborative work and research. It is supplied with six computer workstations and a printer for research work. Tables, chairs, and a whiteboard make it an ideal setting for a study group or Supplemental Instructor session. It is also stocked with maps and materials to assist in group projects and tactile learning experiences.
- **The Astronomy Dome:** During the 2009 to 2010 academic year, the Astronomy Dome will be installed atop the Science Lab in Building 60. The Dome will house one large telescope and six or seven smaller telescopes. These telescopes will be securely mounted, providing excellent star viewing in all directions. Aside from the weekly, public "Star Viewings," the facility will provide Astronomy students with the ability to "see for themselves" what they could only read about before. Students will interact in a dynamic way with the night sky; they will be able to take their own pictures and to complete class projects and research making their own observations. The Dome will have elevator access so that all students will be able to participate in observations. The Dome will provide first-hand experience for students on the ever-changing mysteries of the universe.
- **Planetarium:** Mt. SAC's new Jim and Eleanor Randall Planetarium features a state of the art Zeiss Skymaster ZKP star projector, which can project more than 4,000 stars and allow visitors to transport themselves instantly to any location on Earth to observe the sky at any time during the year. The Skymaster is complemented by the amazing new Digistar 3 projection system, which allows use of the entire planetarium dome to show cutting edge astronomy movies/shows and animations. Public shows and shows for school children are a recruiting/public relations tool for the college. The classroom uses for this resource are virtually limitless. Already there is discussion of using the visual benefits of the planetarium to help explain concepts in Math, Geometry, and Physics.
- **Science Exploration Center:** The Science Exploration Center functions as a welcome center for the Natural Sciences Division. Part of the center features displays that focus on the wonders

of science. An interactive Periodic Table of Elements is just one example of the type of hands on, visually exciting exhibits. Rotating displays created by the various departments highlight the sciences in an accessible way. Visuals, displays, specimens, exhibits, as well as audio/visual or lecture presentations serve as an enticement to students and the general public. Students may find the exhibits themed around the origins of the universe one month and the importance of conservation the next. Students in certain science classes may have their projects displayed as part of the learning process. This facility expands the ways students and the public view the sciences.

- **Wildlife Sanctuary:** The 11.2-acre Wildlife Sanctuary is a hands-on laboratory for Biology students. Students are surrounded by the wildlife and ecosystems they are studying. Classes have the opportunity to create experiments and study effects in an unspoiled natural setting. Although the Sanctuary is a wonderful tool for public outreach, through programs like "Inside the Outdoors," which serves elementary aged school children, its greatest value is to the college's own Biology students. Through projects, experiments, and observations, Mt. SAC students have an opportunity to interact with natural ecosystems in a personal way rarely possible for college students.
- **B.J. Meek Natural History Collection:** On display in the Science Exploration Center, this unique collection of taxidermied animals contains specimens from all over the world. It provides Mt. SAC students with the opportunity to view actual samples of many rare species, including four distinct species of water buffalo. Utilizing both full size displays and partial specimens (heads), this exhibit shows the size and scope of the animal kingdom in a very dramatic way. It features displays concerning the importance of wildlife conservation and wildlife management. Dramatic and informative, these displays are a tremendous resource for the Biology classes and the general student population, as well.
- **Natural Science Division Computer Lab:** Staffed by a full-time laboratory technician/tutor position and consisting of 32 desktop computers loaded with the most up-to-date educational software and ten Geographic Information Systems (GIS) workstations, the Natural Sciences Division Computer Lab is equipped to assist students in many vital ways. The lab is used for full class sections when needed, students may drop in to use the lab for research and homework, and G.I.S. projects may be done collaboratively or individually on the G.I.S. workstations. This lab has maximized hours to allow students to work at their own pace and receive help from a trained technician/tutor.
- **Student Performance and Competition:** The college dedicates resources to support student learning through specialized coaching in performance and through competition in the usual programs—choral and instrumental music, forensics and debate, and athletics, and in more unusual, such as robotics, flying, radio and TV broadcasting, journalism, health occupations, and Agricultural Science. At the May 2009 Board meeting alone, the Trustees recognized excellence in competition for the Mt. SAC Robotics Team for winning the Excellence Award at the National Technical Robotics Championships, the college's male vocal group (*Fermata Nowhere*) for winning the coveted International Championship of Collegiate A Cappella, the Mt. SAC Jazz Band for winning first place at the prestigious 2009 Reno Jazz Festival, the Mt. SAC Journalism students for winning a record 28 awards at the Journalism Association of Community Colleges state conference, and the Mt. SAC Women's Softball Team for their fourth State Championship. The college acknowledges the significant instructional efforts driving the excellence in student performance and is proud that students demonstrate significant hands-on and applied learning beyond lecture room and traditional laboratory settings.
- **Linked Classes:** Linked classes in the learning communities bring faculty together to plan and to coordinate their teaching. For example, writing



assignments in the English class can be structured based on the topics being covered in the counseling class. Counselors assist in the instructional process of a math class by assisting students in organizing their work and dealing with their anxieties of learning math.

- **Distance Learning and Online Supported Classes:** To accommodate student needs for more flexibility in course delivery methods, distance learning courses are offered in disciplines throughout the college. The college submitted a substantive change proposal, approved by the ACCJC, to offer distance learning courses that will enable students to complete 12 of its certificate programs, 2 of its Associate of Science Degrees, and the General Education Program with 50% or more of the instruction being achieved via distance learning. Distance learning courses are offered simultaneously with their traditional face-to-face counterparts so that no courses are offered only in the distance learning format. This practice helps assure that students have choices in modes of delivery. Additionally, to help students acclimate to the distance learning environment and the academic rigor of distance learning classes, faculty have the option of having students attend at least one on-campus meeting or of requiring students to take their exams in Testing Services in the Learning Assistance Center. In addition to using Blackboard for distance learning classes, the majority of Blackboard approved faculty use the content management system to support their traditional classes. Other information on the distance learning processes at Mt. SAC can be found at "Questions to Aid in the Evaluation of Distance Learning".
- **Early College High School:** The college hosts an Early College High School program in concert with the Pomona Unified School District. The program allows high school students to enroll in college classes at their high school in grades 9-11. Senior (12th grade) students are encouraged and supported in enrolling in college courses at the college campus. This delivery system builds on a strategy of increasing students' academic

confidence so they will eventually be ready to enroll in college courses on the college campus.

- **Supplemental Instruction Program (SI):** The highly successful SI program continues to infuse targeted tutoring in the natural sciences, in mathematics, and in the social sciences. Its success is evidenced by its presence in all learning communities, such as English Bridge, Math Bridge, and reading-based links. Additionally, Mt. SAC was recently awarded a National Science Foundation grant as a partner with California State University, Fullerton and Santa Ana College to increase the number of mathematics and science majors, and supplemental instruction is a critical component of that program. Mt. SAC is poised further to enhance the use of SI in more mathematics and science courses on campus in the near future.
- **Honors Program and Phi Theta Kappa:** The Honors Program offers courses that focus on critical thinking and seminar style learning environments. It also provides opportunities for student-based research presentations, both in the classroom and at local and state conferences. This enrichment allows students to pursue academic inquiry in specific areas of interest at the freshman and sophomore levels, preparing students for upper division class expectations in writing and researching. Taking a deeper look at the ideas fostered in their curriculum prepares students for the challenging academic environment they will find at their transfer institutions.  
  
Phi Theta Kappa gives students the opportunity to research an area of national interest (i.e., cancer awareness, environmental concerns, international political issues) and then encourages those students to act upon what they have learned by showing leadership through active service both on campus and in the community.
- **Study Abroad Program:** The Study Abroad Program provides students with the unique opportunity of expanding the classroom to the major cities/countries of the world. Instead of sitting in a traditional classroom and learning about languages, students travel to countries where the language

being studied is spoken by the population of the country and the people exhibit the cultural identity that has been developed over the centuries. In an international city students are in class 24 hours a day; while they are in a foreign environment, they never escape from learning valuable lessons about the inhabitants of the country and the environment where they live. The study abroad experience is often identified by students as their most significant learning experience.

- **Clinical and Internship Studies:** Students in a wide range of career technical programs participate in structured clinical experiences and/or in work experience/internship studies. Structured clinical experiences in health-related programs such as Nursing and Registered Veterinary Technician may have a curriculum that is specified by an external professional accrediting body and may include mandated clinical activities. In selecting sites for clinical experiences, the college must determine that the clinical agency/partner provides the required breadth and depth of clinical experience, supports student instruction with the appropriate oversight of qualified professional staff, follows established health and safety guidelines, and provides access to the facilities and equipment needed to support the curriculum. Programs with experiential curriculum that is not externally regulated, such as work experience in Aeronautics or Broadcasting, rely more heavily on individual faculty members to determine the individual learning interests of students and to match those interests with employer partners work experience opportunities. However, the criteria for site selection mirrors that of the structured clinical experiences: the availability of appropriate work experience—work that will support and extend classroom learning; on-site supervision of the immediate work with feedback; and a safe worksite and one that will allow access to the materials, processes, and standards that are consistent with those of the larger industry.

- **Field Studies:** Many of the physical science classes at the college (Biology, Oceanography, Geology, Ecology etc.) and general education classes such as Art History include mandatory field trips as part of the curriculum. Field trips provide students with genuine hands on learning opportunities by actively engaging the students in the interpretation of material presented in class in a real world setting. These additional delivery systems allow students better to understand and appreciate the objectives of the curriculum.
- **Vocational ESL Career Paths:** Advanced noncredit ESL students have important college and career choices to make as they exit the program. In order to facilitate the process, ESL has designed a program that helps to transition its adult immigrant learners via VESL Career Paths. This integrated curriculum focuses on English language proficiency, computer fluency, and educational/career planning. Courses are taught by a team of instructors from noncredit, credit, and counseling areas and include: Advanced ESL Speaking and Writing, Keyboarding and Microcomputer Applications, and Career and Life Planning. The program has been recognized in the field as a best practice (See *ESL-JSPAC Effective Practices*).

### II.A.1.b Self-Evaluation

The college has committed significant resources to develop learning support centers and programs and learning opportunities that enable students from different disciplines, with different career interests, and with different learning needs to meet their goals successfully. Planning for facilities construction and remodel projects have carefully considered the broader needs students have to support effective learning applied in settings that allow hands-on application, real life demonstration, and a broad array of general and specialized tutoring opportunities.

As the college more deeply participates in outcomes' assessment for its instructional programs and services, one component of assessment that the college can strengthen is to include meaningful assessment of

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the impact on student learning of the special learning centers and programs. At this time, the college produces annual progress reports that demonstrate the successful pass rates of students enrolled in Summer Bridge, learning communities, and Early College High School. Term-end evaluations demonstrate that students enrolled in learning communities have either an equitable or higher successful pass rate than students who are not enrolled in these types of programs. Annually, and sometimes semi-annually, learning community faculty meet to evaluate the outcomes of the program and to determine whether particular links are working, whether additional links need to be developed, or whether content and pedagogical changes need to be made. The Early College High School students have posted successful pass rates and earning of college units upwards of 30 units for students who have been enrolled in the program for the first three years. Although the college maintains successful pass rate data, long-term outcomes assessment data is needed to evaluate the effectiveness of the program. A second consideration necessary for the college in the face of budgetary restrictions and fiscal uncertainty is planning for appropriate maintenance of learning opportunities for students while aligning courses' measureable objectives with student learning outcomes.

The college's Strategic Objective is to increase Distance Learning student success by 5% by 2013, but the college hasn't conducted any inquiry or internal dialogue on staffing related to increased student demand. The Distance Learning Program Review (PIE) for 2008 to 2009 demonstrates foundational planning, and the Distance Learning Committee is planning a campus-wide event in March of 2010 to address current and future needs to inform program development and resource needs. While online course sections have increased by 81% from spring 2004 to fall 2009, and hybrid sections by 150% in the same period, the human resources to support the program have largely remained the same. Through a campus dialogue about Distance Learning's future and careful planning for the next three-to-five years, the college will be better positioned to support a growth program that will only become

larger in response to student demand and insufficient classroom space to accommodate it.

The college meets the standard.

### II.A.1.b Planning Agenda

The college is confident in its current efforts and directions in using delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The numerous lab and learning center activities provide a clear direction and focus for allowing students many and varied opportunities to learn. The college's focus on distance learning also provides a clear direction in addressing this standard. The college will continue to examine its staffing relative to its distance learning course offerings. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.1.c

**The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### II.A.1.c Descriptive Summary

Mt. San Antonio College prides itself on the excellence offered to those pursuing an education at the college. Part of this excellence has always been a focus on the learning in which the college's students participate daily. With the development of the faculty-driven student learning outcomes (SLOs) process, the use of SLOs has continued to allow meaningful dialogue at the college on excellence (See *Student Learning Outcomes newsletters, progress reports, and white papers*).

Mt. SAC's 2004 Self-Study illustrated the commitment that the college has made to implementing and to using student learning outcomes (SLO) as a method of achieving continuous improvement. The growth that the college has made in this area since the writing of that Self-Study illustrates that this commitment has

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resulted in the embracing of a culture that uses SLOs effectively to measure learning that is taking place (See *Student Learning Outcomes and General Education Outcomes Evidence to Date*). The college has worked diligently to institutionalize the outcomes initiative. In fact, the program review process at Mt. SAC, referred to as Planning for Institutional Effectiveness (PIE), is completed annually, and SLOs are included in each unit's documents. SLOs are central to the planning that is occurring continually at the college (See *Planning for Excellence Newsletters—April 2009*).

While learning outcomes work had begun prior to 2004, Mt. SAC's focused outcomes effort began in 2004 with the Academic Senate forming a steering committee to create a plan for the implementation of SLOs. After much research, the committee decided to use the Nichols' model of assessment, as it supports both SLOs and administrative unit objectives (AUOs) to be used in support areas (See *Nichols' Model*). In fall 2004, a team of faculty and classified staff began facilitating SLO/AUO training with all of the college's departments. Aiding this team was the newly hired Educational Research Assessment Analyst working within the Research and Institutional Effectiveness (RIE) Department. Additionally, the college's Institutional Effectiveness Committee (IEC) created an SLO/AUO based program review process called Planning for Institutional Effectiveness, or PIE. This process has since been augmented using TracDat software which allows for the tracking of the college's institutional effectiveness efforts and reporting out (See *ePIE*).

Considering their mission and unit goals, their review of internal and external conditions, and their review of data from external or internal sources, departments identify SLOs, AUOs, or strategic actions (SAs) that they will assess in order to affect continuous improvement toward achieving their goals. These goals are established at the unit/department, program and course levels. The program review model used by the college (PIE—Planning for Institutional Effectiveness) requires that every unit/department document annually its SLOs/AUOs/SAs in ePIE.

Assessment is required for every academic department, instructional program, and student services support department. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services and for demonstrating as well the need for additional resources whether that be space, technology, support staff, or curriculum modifications.

Faculty working together in the departments or on department curriculum committees develop SLOs for their courses and bring them to the departments for approval and discussion. As certificates are mostly department-specific, they are using a similar process. For degrees, especially those that cross many departments, workgroups are formed to develop SLOs for the degrees. These workgroups then take the results to each department for approval. The college also has programs such as developmental math, honors and DSPS. These programs each evaluate the SLOs required at the course-level and use them to bring dialogue to the creation of program-level SLOs. In general, some SLOs created at this higher-level are more designed for capstone courses. Participating faculty ask questions such as "what SLO should all students have who have met the criteria for this program".

With the Nichols' 5-column model (See *Nichols' Model*), which includes assessment and use of results, faculty are constantly evaluating the SLOs and their courses to see if changes are needed in the curriculum or mode of delivery or types of assignments given or if further data is needed to identify the issue. Some examples of this work can be found in ePIE. In order to help the faculty understand the direction the college is taking in assessment and use of results, several papers have been written to provide them with guidance and direction, although in the end it is their final decision on the perspective that they take and the assistance they require from the research department and/or the SLO Coordinator (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers*). One white paper focuses on norming and allows faculty to consider providing opportunities

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to assess students' work using a common rubric and evaluating the reliability of multiple raters for the same work.

Mt. San Antonio College has identified at least two course-level SLOs for 100% of active courses, including means of assessment and criteria for success. As new courses are developed, a new step in the process will be to write the SLOs for that course before the course is approved. By December, 2009, at least 25% of active degrees and certificates will have at least one SLO with means of assessment and criteria for success and 100% of the GEOs for the defined areas will have been developed. As new degrees and certificates are developed or as degrees and certificates are revised, the process will include a step to write the SLOs for that degree and/or certificate (See *Course Level Student Learning Outcomes Plan 2008*; *Course Level Student Learning Outcomes Plan 2008—Addendum*; *GEO Plan 2009-2010*).

Course-level SLOs will be assessed according to schedules developed by the faculty in each department with the minimum being that each course is assessed on the four-year course review schedule. By December 2010, at least 50% of all active courses will have one SLO completely through the assessment cycle and 100% of the identified GEOs for the different areas will have gone through one assessment cycle.

Each department, in consultation with the division deans, determines how to use the results of the assessment of the SLOs for a course. Some faculty will look at the curriculum and decide to make changes in the curriculum if needed. Other faculty might decide that the results need to be checked and want to do the assessment cycle one more time. Faculty, with the help of the Research Department, might want to break the data down further to provide more levels of inquiry.

As degrees and certificates are assessed, the faculty in the involved departments and divisions, in consultation with division deans, determine how the results of assessment of the SLOs will be used. The work is done with workgroups from each area that have courses as part of the degree or certificate. These workgroups look at curriculum issues.

Career and Technical Education programs begin developing SLOs for their programs through advisory committees by reviewing the qualities and knowledge students must have to be successful in their field of study, and then the faculty develop SLOs from these qualities.

Faculty develop means of assessment for SLOs for their courses and degrees and certificates. Faculty use course embedded questions in exams, standardized performance exams, portfolios, surveys, one-minute papers, clicker responses, capstone projects, etc. to assess the SLOs. Faculty, with the help and advice from the Research and Institutional Effectiveness Department if requested, decide which classes will be assessed and how these classes will be assessed.

Faculty develop assessment rubrics for SLOs that range from simple to much more complex, depending on what type of information the faculty want to achieve. Using the assessment tool developed by faculty, as well as the rubrics, faculty will evaluate the results of SLOs developed and assessed.

Once the SLOs have been assessed, the results are evaluated by faculty and then faculty working in consultation with division deans use the information obtained to change curriculum (if needed), look at method of delivery of the information, decide to reassess, etc.

Faculty could determine from the assessment of the SLOs that more resources are needed, such as lab equipment, clickers (for immediate feedback), etc. These resource requests will be documented in ePIE through program review. SLOs are central to the institution's annual program review process and resource allocation model.

The Academic Senate has been a large part of the institutionalization of SLOs. It has passed the following resolutions:

- 2007-02—Student Learning Outcomes and Faculty Evaluation
- 2007-05—General Education Outcomes Coordinator
- 2007-12—Student Learning Outcomes Committee

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- 2008-04—SLO Plan
- 2008-12—SLOC/GEOC Merge
- 2008-13—GEO Plan
- 2009-02—SLO/GEO Transparency
- 2009-12—Faculty Primacy and Academic Freedom in Course Syllabi

The college began these efforts with two Academic Senate governance committees responsible for documenting assessment efforts: the Student Learning Outcomes Committee and the General Education Outcomes Committee. Each of these committees presented a plan and timeline to the Academic Senate, both of which were supported by the faculty. In addition, the SLO Coordinator and the GEO Coordinator presented professional development workshops at the college's Professional Development Flex Day, and the GEO Coordinator facilitated workgroups for interested faculty in each of the General Education areas. As mentioned above, Resolution 2008-12 directed these two committees to merge into one: the Outcomes Committee. Both the SLO Coordinator and the GEO Coordinator have office space in which to do their assignments, and there are faculty members with a combined reassigned time of 120% in 2008 to 2009 to focus on the institutionalization of SLOs and GEOs. From 2008 to the current time, the Faculty Accreditation Co-Chair also helped with the faculty-lead discussions and processes.

In addition to the Academic Senate, SLO/GEO efforts are supported by the Research and Institutional Effectiveness Department. In 2008, the job description of the Director of Research and Institutional Effectiveness was altered to include the duties related to outcomes and to accreditation. As mentioned above, the college hired an Educational Research Assessment Analyst (ERAA) to assist with SLO/AUO training when it began. In 2008, an additional ERAA was hired for the basic skills funded projects. It is the role of those holding these positions to provide research and training support to faculty and staff for major campus assessment initiatives (i.e., student learning outcomes, general education outcomes, administrative unit objectives) as well as planning and program review.

In the fall of 2008, under the leadership of the Research and Institutional Effectiveness Department, the college published an SLO/AUO Guidebook that has been a valuable resource as the college community works with SLOs and AUOs. The Director of the Research and Institutional Effectiveness Department and her research team are now a full part of the faculty-led SLO process as the support team, and, as mentioned, they are experts in some of the areas of outcomes assessment. In October 2009, the two ERAA employees accepted employment elsewhere and the positions became vacant; it was through discussions with administration and budget considerations along with accountability perspectives and SLO/GEO momentum that the decision was made by President's Cabinet while examining all request-to-hire positions not to replace the ERAA position funded by the general fund and to approve replacing the ERAA position funded by Basic Skills. The impact of not filling the one ERAA position is that employees across campus are not able to call a researcher to help with their SLO/AUO work. As of now, the ERAA position that was filled may only work on basic skills related projects; this year, those are only the ones funded through the Basic Skills Initiative.

The Student Services Division has developed a model that delineates SLOs and AUOs along with Student Services division goals. This model is based on five key elements: Access, Participation, Progress, Persistence, and Success (APS). The APS model looks at all support services as contributing to the whole. Rather than analyzing each department separately, APS integrates all activities, outcomes, guiding principles and markers into a comprehensive plan. All Student Services programs have detailed both SLOs and AUOs for their departments. The Counseling Department and Disabled Student Program and Services (DSPS) have developed and completed their course-level SLOs (See *Student Learning Outcomes newsletters, progress reports, and white papers—newsletter September 2009*). Annually, through the program review process (PIE), departments are able to assess progress toward meeting SLOs and AUOs. Departmental changes are then reflected in the Student Services APS model.

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With the significant growth of learning communities, faculty participation has also increased. In fall 2009, there were over 30 faculty members who taught within the learning communities program. Faculty who participate in the learning communities program attend trainings, faculty team meetings, and fieldtrips, and they constantly communicate with their faculty partner(s) regarding student progress and assignments. The faculty involved in Learning Communities have established a process continuously to evaluate their effectiveness in teaching basic skills courses linked with counseling courses. These regular meetings have led to faculty redesigning their courses, developing interest strands, and instituting pedagogy designed to more fully engage their students.

All areas of the campus are working with SLOs or AUOs. Academic Departments, Career and Technical Education Departments, all Continuing Education noncredit programs (ABE, ESL, Short-term Vocational), and service areas are all well into the process of SLO/AUO development, assessment, and use of assessment for improvement. The college's 2008 to 2009 Accreditation Annual Report filed in June of 2009 documents these data of progress in implementation of outcomes assessment plan:

- Percent of courses with SLOs: 84.8% (as of May 2009)
- Percent of programs (degrees/certificates) with SLOs: 27% (as of June 2009)
- Percent of courses with on-going assessment: 80.9% (as of May 2009)
- Percent of programs (degrees/certificates) with ongoing assessment: 22% (as of June 2009)
- Institutional-level SLOs have been developed as General Education Outcomes (GEOs).
- Percentage of student and learning support activities with identified SLOs:
  - > Learning Assistance Center—100%
  - > Learning Resources Courses—100%
  - > Counseling—71%
  - > DSPS Courses—90%

- Percentage of student and learning support activities with on-going assessment:
  - > Learning Assistance Center—91.7%
  - > Learning Resources Courses—91.7%
  - > Counseling—71%
  - > DSPS Courses—81%
  - > Career/Transfer Services—100% of the 95 students identified the Transferrable Units correctly

The college's SLO Annual Report, Part I, also outlines the many activities the college did in 2008 to 2009 to provide guidance, professional development and research, evaluation, and assessment support to the faculty-led process as well as the status of the course-level SLOs at that time period (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers—Annual Report 2008-2009*). The college's work on SLOs can also be seen via the SLO work of different areas as outlined in the newsletters as well as the Luminis portal document that provides a snapshot of the college's work as of each September (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers; MyPortal*). In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

For over 60 years, Mt. SAC has served its students and the community well. The college community prides itself on offering excellence in education. As the college continues to use the assessment of SLOs to measure its effectiveness, it will continue to enhance its quality assurance and its commitment to continuous improvement. From its foundation of student focus and integrity, the college shapes its future.

### II.A.1.c Self-Evaluation

It is through the college's many opportunities for learning and assessing that it helps faculty members to identify student learning outcomes for courses, for programs, for certificates, and for degrees. The

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

identification part is only the beginning, with the criteria for success and the means of assessment also being part of the process followed by the actual assessment of the students' achievement of the outcomes. The final, closing the loop, stage is the use of results or action plan; it is through this final stage that it becomes clear to all if the SLO and assessment pieces were aligned and how the findings should be used for improvement purposes. The norming process that reviews the quality of the SLO work is key to the Outcomes Committee providing more professional development opportunities for faculty to improve their skill set. The college has many progress reports that indicate how well it is progressing with its SLO work. The cyclical and annual evaluative PIE process provides not only documentation of the processes but also allows for dialogue and self-reflection of the assessment. Based on the work the college has achieved, it is clear that it is at the beginning stages of the sustainable quality improvement level as indicated in the ACCJC Rubric for student learning outcomes.

The college meets the standard.

### II.A.1.c Planning Agenda

The college is confident in its current efforts and directions in allowing for identification of the SLOs for Mt. SAC's courses, programs, certificates, and degrees. Through the PIE program review process, the college uses a strategic planning process that is iterative to assess, to analyze, to understand, and to implement improvements for teaching and learning as they relate to SLOs. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.2

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and**

**contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

### II.A.2 Descriptive Summary

The Educational Design Committee (EDC) serves as a standing committee of the Curriculum and Instruction Council (C&I) (See *Educational Design Committee; Curriculum and Instruction Council*). The mission of the EDC is to facilitate consistency in the quality of curriculum management and to ensure that all courses meet the intent of Title 5 regulations. The EDC assures that course outlines of record contain all of the required elements and that the descriptive narratives, content outlines, and measurable objectives are topically integrated. Based on the content related elements, the EDC verifies that the following methods of evaluation: substantial writing, non-computational problem solving, computation, or skills demonstrations are appropriately selected for the stated measurable objectives and are supported by the sample assignments. Per Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Course Amendment Form to the Distance Learning Committee for review and approval; just as all other courses do, the distance learning courses are approved by the EDC and C&I before being taken to the Academic Senate for approval by the faculty body. To maintain a high quality college curriculum, all courses are reviewed on a four-year review cycle and are evaluated using the same criteria as newly proposed courses (See *Questions to Aid in the Evaluation of Distance Learning*).

The EDC functions in six dominant ways to ensure the quality and ongoing relevance and currency of the curriculum:

1. EDC reports to and makes recommendations to the Academic Senate, via C&I to include review of new and amended credit and noncredit course content and associated required technical information under Title 5, review of new and amended courses as they relate to majors and certificates and

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transfer, coordination of course proposals and review as appropriate, and appropriate requisites. Per Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Course Amendment Form to the Distance Learning Committee for review and approval; just as all other courses do, the distance learning courses are approved by the EDC and C&I before submission to the Academic Senate for approval by the faculty body.

2. EDC reviews and makes recommendations regarding general education courses via Educational Design Subcommittee for General Education (GE) and Transfer Issues. The committee educates and trains the faculty on procedures used in requesting general education course approval and implements the general education philosophy on campus by systematically reviewing all general education lists.
3. EDC approves reports for CSU and UC for recommendations to Curriculum and Instruction Council.
4. EDC recommends policy changes pertaining to curricular issues.
5. EDC implements state regulations and guidelines pertaining to the curriculum development process, including training committee members, faculty, division deans, and staff, as appropriate; maintaining and providing regulations updates to the faculty; and disseminating information as needed.
6. EDC reviews courses and programs maintaining compliance with external and internal policies, assuring that each Course Outline of Record contains needed components for courses including methods of evaluation, substantial writing, non-computational problem solving and computation demonstrated in sample assignments, and appropriate skills development in the measurable course objectives.

Additionally the C&I makes recommendations about educational design and delivery policies and procedures to the Academic Senate.

The C&I's function is:

1. To recommend academic policies, procedures, and guidelines related to curriculum and assessment; the granting of credit, degree, certificate, and general education requirements; and other related issues, such as Administrative Procedures.
2. To review and make recommendations regarding the appropriateness and need of proposed programs and courses within programs, including adult education offerings.
3. To review and make recommendations regarding fee-based offerings.
4. To recommend instructional priorities for the college.
5. To review and forward recommendations from Educational Design Committee, General Education Subcommittee, Distance Learning Committee, Student Learning Outcomes Committee, and General Education Outcomes Committee to the Academic Senate.
6. To review and recommend associate degree requirements, CSU general education certification, and IGETC requirements.

Community Education offerings are provided according to Board Policy and Education Code 78300. Proposed offerings in allowable categories are evaluated for their potential contribution to the "physical, mental, moral, economic or civic development of the individuals or groups enrolled in it." Contract training is developed in response to needs identified by business and industry within the college district, working with college faculty and industry experts as appropriate. Neither community offerings nor contract training programs are supported by general fund monies of the college. The college offers support services for international students.

## II.A.2 Self-Evaluation

All committees and councils are required to develop yearly goals and to report completed outcomes or accomplishments to the President's Advisory Council. This planning and review process has been exceptionally beneficial to both the Educational Design Committee and the Curriculum and Instruction Council. Purposeful, realistic goals resulted in observable benefits. The Educational Design Committee focused on strengthening each member's knowledge of evaluation standards and improving the course analysis and assessment process based on those standards. Similarly, the Curriculum and Instruction Council goals were also purposeful and realistic. Agenda items were thoughtfully discussed with input from members, action items were recorded, and closure, resolution, or completion was required for all agenda items. Using the yearly goal setting process resulted in collaborative, meaningful discussions and solutions. To make certain that both groups continue to develop, planning and goal setting along with review and evaluation needs to be a priority for both groups.

The college meets the standard.

## II.A.2 Planning Agenda

The college is confident in its current efforts and directions in assuring the quality of its instructional courses and programs as well as their improvement based on data. The courses are developed in a collegial manner, using a systematic process, and there is consistency in the course content no matter the mode of delivery or location. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.2.a.

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

## II.A.2.a. Descriptive Summary

Outcomes assessment efforts have been led by faculty from their inception at Mt. San Antonio College (Mt. SAC). A review of the primary leadership for institutional directions in regard to learning outcomes reveals that faculty have taken a central role historically (with three faculty members serving on the first SLO Implementation Team), and this leadership continues in the present. The decision regarding the assessment model adopted (See *Nichols' Model*), the implementation plans, and the processes for determining and assessing student learning outcomes have been made primarily by the faculty with full support from administration.

While learning outcomes work had been introduced and began prior to 2004, Mt. SAC's focused outcomes effort began in 2004 with the Academic Senate forming a steering committee to create a plan for the implementation of SLOs. After much research, the committee decided to use the Nichols' model of assessment, as it supports both SLOs and administrative unit objectives (AUOs) to be used in support areas (See *Nichols' Model*). In fall 2004, a team of faculty and classified staff began facilitating SLO/AUO training with all of the college's departments. Aiding this team was the newly hired Educational Research Assessment Analyst working within the Research and Institutional Effectiveness (RIE) Department. Additionally, the college's Institutional Effectiveness Committee (IEC) created an SLO/AUO based program review process called Planning for Institutional Effectiveness, or PIE. This process has since been augmented using TracDat (See *ePIE*) software which allows for the tracking of the college's institutional effectiveness efforts and reporting out.

The Academic Senate has been a large part of the institutionalization of SLOs. It has passed the following resolutions:

- 2007-02—Student Learning Outcomes and Faculty Evaluation
- 2007-05—General Education Outcomes Coordinator
- 2007-12—Student Learning Outcomes Committee

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- 2008-04—SLO Plan
- 2008-12—SLO/GEO Committees (merge)
- 2008-13—GEO Plan
- 2009-02—SLO/GEO Transparency
- 2009-12—Faculty Primacy and Academic Freedom in Course Syllabi

The college continued its efforts with two Academic Senate governance committees responsible for documenting assessment efforts: the Student Learning Outcomes Committee and the General Education Outcomes Committee. Each of these committees presented a plan and timeline to the Academic Senate, both of which were supported by the faculty. In addition, the SLO Coordinator and the GEO Coordinator with the RIE Department presented professional development workshops at the college's Professional Development Flex Day, and the GEO Coordinator facilitated workgroups for interested faculty in each of the General Education areas with the RIE Department. As mentioned above, Resolution 2008-12 directed these two committees to merge into one: the Outcomes Committee. Both the SLO Coordinator and the GEO Coordinator are faculty members who have been awarded reassigned time (each with 18 LHE annually or 60% of contract load) to provide leadership and coordinate efforts in implementing and monitoring SLO implementation. Each has office space in which to do their assignments, and both work with committees primarily constituted by faculty from various instructional divisions of the college. The Faculty Accreditation Co-Chair also assisted in the process.

Outcomes assessment is a faculty-driven process, though classified professionals and administrators also engage in and utilize this process and provide appropriate support. Thus departments/programs/faculty can determine the process internally by which SLOs are created and assessed. Faculty members in each department determine their student learning outcomes and means of assessment with as much support from academic administrators in the division offices and SLO/GEO leaders and department and committee members as they request. Departments include SLO discussions at their meetings and/or have assigned faculty in each

department to monitor the SLO process for courses. After the assessment is done and the evaluation of the results has been completed, faculty members discuss the results and use the information to make important decisions concerning the courses.

At Division meetings, department chairs learn what other departments are doing and the accomplishments or hurdles that they have faced. Articles written by faculty who have developed SLOs are published in the *Spotlight* and distributed campus wide so that everyone on campus can see the progress being made (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers*).

These efforts are documented annually in the program review process (PIE) for ongoing assessment and inclusion in long-term planning and resource allocation requests. This requirement is an institutional process and is governed by recommendations initiated by the Institutional Effectiveness Committee and approved by President's Advisory Council.

The Vice President of Instruction meets weekly with the division deans, and at these meetings SLOs and the progress being made are discussed. Here again, accomplishments, as well as challenges, are heralded by the deans. The Director of Research and Institutional Effectiveness provides them with updates on SLOs and assessment.

The SLO Coordinator reports to the Curriculum and Instruction Council the Student Learning Outcomes (SLO) Committee's accomplishments and challenges to the SLO process. Then the Curriculum Liaison reports to the Academic Senate minutes of the SLO Committee and any important information from the committee. The SLO Coordinator also reports to the Academic Senate Executive Board and to the Academic Senate on a regular basis.

Faculty efforts in determining and assessing learning outcomes are intended to enhance the student experience by assessing the effectiveness of programs and services offered at the college and by using the results to make appropriate modifications. Student

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learning outcomes and general education outcomes aim to compare actual student performance with college expectations and to determine whether changes are needed to bring them into alignment. Assessment efforts offer another opportunity for the college critically to analyze the provision of courses, programs, and services and to address the student needs in those areas.

As the departments are engaging in developing and assessing student learning outcomes, the Outcomes Committee (a consolidation of the former Student Learning Outcomes Committee and the General Education Outcomes Committee) evaluates the quality of campus-wide outcomes assessment efforts with a formal report due in spring 2010. To do so, it extracts sample SLOs from various units on campus via ePIE and evaluates them against a faculty-developed and faculty-modified rubric. The statement, assessment method, summary of data, and use of results for each of these SLOs are reviewed. From these collective reviews, the Committee prepares a report for the Academic Senate that outlines trends in assessment efforts across the campus as well as general recommendations to assist the campus in enhancing the meaningfulness of these efforts. These trends and recommendations can address common areas of confusion, ways to structure the assessment method, technical modifications, etc.

Communication to the campus on the SLO process is accomplished in many ways. The SLO Coordinator reports to the Curriculum and Instruction Council. Then the Curriculum Liaison reports to the Academic Senate. The SLO Coordinator, in conjunction with the Research Department, publishes on a monthly basis the SLO *Spotlight*, which highlights one area on campus for the work it has done on SLOs. Also in each *Spotlight*, the SLO coordinator corner lets the campus know the progress on SLO work (at the division level). The SLO Coordinator brings hard copies of both the *Spotlight* and progress reports to the Academic Senate for the senators to distribute to their departments. The SLO Coordinator also reports to IEC (Institutional Effectiveness Committee) the campus progress on SLOs. The Director of Research and Institutional Effectiveness

reports to the Instruction Team meetings with the Vice President of Instruction and all the division deans the campus progress on SLOs and assessment efforts.

On a program level, the Academic Senate has appointed a General Education Outcomes (GEO) Coordinator which is a faculty reassigned position. The GEO Coordinator along with the GEO Committee developed a GEO Plan and Timeline for writing the outcomes and assessing them that was adopted by Academic Senate in spring 2009 (See *GEO Plan 2009-2012*). The campus started working on GEOs in 2006 (See *GEO 2006-09: An Historical Perspective*). Since that time, the college developed several plans and also edited the GE Philosophy statement. It was through this evolutionary process, working closely with faculty and the Academic Senate, that the GEO Committee realized that changes were needed in perspective being taken. For example, the GEO Committee first started with a college-wide survey of all employees, asking them what skills or knowledge that are measurable should a GE student possess. Based on this work, the GE Zones were created; however, although the zones are useful, even to this date, they are not GEOs. So, the committee then re-examined its perspective and formed workgroups to gather faculty from different areas to discuss the same GE area. It was through these two-hour discussions that the faculty created the GEOs for each area, including the means of assessment and criteria for success. In spring 2009, much of these assessment data were collected, and in fall 2009, a synopsis of the results was created (See *GEO Assessment 2008-09: Summary of Findings*). The GEO work on this campus is constantly being assessed to see if it meets the needs of the college. The GEO Coordinator, with assistance from the SLO Coordinator and the Research Department, work together, helping faculty and departments with developing and assessing the GEOs. In summary, the following work was completed:

- Survey of all employees asking what GE outcomes students should have upon graduation. Based on these findings, the GE Zones were created

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(e.g., critical thinking and reasoning; effective communication) (See *GE Zones*).

- Work groups were organized with faculty from courses in specific GE Areas of the Mt. SAC curriculum. Faculty examined the GE Zones as well as the measurable objectives for courses in that area. Based on this compilation of material, each GE Area created at least one GEO and started assessment activities (See *GEO Common Reporting Form and Workshop material; GEO Assessment 2008-09: Summary of Findings*).

In addition to the department-based outcomes assessment work, activities funded through the Basic Skills Initiative were required to establish student learning outcomes and work with the Basic Skills Research Team (BSRT) (a group of researchers working under the Research and Institutional Effectiveness Department) to assess those outcomes. In the introductory memo of July 9, 2008, to the Chair of the Basic Skills Steering Committee, the Basic Skills Research Team stated: "The attached report represents a compilation of results to date from over 50 projects across the college, including student services and instruction areas. Projects within this report were newly funded for 2007 to 08 and others were projects that continued from the 2006 to 2007 period. The BSRT consulted with 80% of these projects regarding measurable outcomes and provided hands-on assistance to over 70%. Most projects completed the five-column model indicating their goals, how they tried to achieve their goals, and how they would use their results/findings." Projects reporting on outcomes assessment came from diverse activities and areas of the college: the African American Student Program Inspiring Responsibility for Education (ASPIRE program), student success in developmental math classes, Adult High School Diploma, impact of Basic Skills conference attendance, and tutoring projects in various labs with Basic Skills-funded activities. A similar report was created to compile the findings from the 2008 to 2009 Basic Skills Funded Projects.

Institutional Commitment to outcomes assessment is demonstrated through reassigned time awarded

to faculty leaders of the SLO and GEO Committees, the modification to the formal responsibilities of the Director of Research and Institutional Effectiveness to assign administrative support for the faculty efforts, and engagement of all deans and associate deans on the instructional teams to work with faculty within their departments as they have struggled to identify SLOs with integrity and to learn effective and useful assessment methods. The GEO and SLO Coordinators, as well as the Faculty Accreditation Co-Chair, report to the Director of Research and Institutional Effectiveness.

### II.A.2.a. Self-Evaluation

In the years since the college wrote its last self-study, outcomes assessment efforts have shifted to a greater focus on the development of course-based SLOs to ensure full compliance with the evolving standards of the ACCJC. In addition, the General Education Outcomes (GEOs) emerged at the end of 2007 to 2008 to make institutional response to outcomes assessment more complex. This shift has resulted in some institutional confusion. However, by the end of 2008 to 2009, plans for fully implementing SLOs at the course and program level and GEOs have been developed, reviewed by faculty in the Academic Senate, and approved. The leadership for establishing these directions and the planning has come from the faculty working in conjunction with the Academic Senate. Although widespread faculty adoption of the permanence of outcomes assessment will take time, the college is making significant progress toward achieving its goals for implementation. After grappling with mechanisms to document and to monitor outcomes assessment work, the college is growing more confident that the alignment of outcomes assessment with PIE (program review) has been made clear and is being adopted as a foundation for department and instructional program planning efforts.

The college meets the standard.

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## II.A.2.a. Planning Agenda

The college is confident in its current efforts and directions in Mt. SAC recognizing the central role that faculty play in all work related to SLOs and GEOs including identification, assessment, evaluation, and use of results. The college's PIE process allows for documentation of this work along with collegial self-reflective conversations as to how to use the results for improvement purposes. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.2.b.

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

## II.A.2.b. Descriptive Summary

All CTE programs are required to meet annually with industry advisors to review their curricula and issues regarding industry perspectives related to their programs as well as seeking input regarding the currency of their programs to aid them in establishing relevant student learning outcomes. Advisory Committees include members of the local business community most likely to employ program completers. Advisors are asked to review and guide the curriculum based on industry or business needs and expectations. They recommend changes that will result in program improvement. In addition, they review student outcome performance, and other program initiatives including factors impacting achievement, completion rates, funding, and issues of equity.

Mt. San Antonio College's Vocational Technical Education Act (VTEA) Advisory meeting is held annually. Each year it addresses issues relevant to career and technical education programs and the grant's funding

priorities. The 2008 to 2009 advisory addressed the Challenges in Developing Consistent Work Experience Agreements.

Business and faculty committee members were asked to identify the challenges they faced in developing consistent work experience agreements. Students were asked about the challenges in completing their work experience assignments. Many impediments were identified by those in attendance. Through an affinity process, these ideas were narrowed down into nine general statements. The general statements processed and presented that evening were as follows:

- Increase promotion of Work Experience to both students and employers
- Develop a general work experience course for all occupations
- Improve paperwork process
- Develop a database of participating programs, students, and employers
- Develop generic Student Learning Outcomes for work experience
- Increase coordination between work experience facilitators and the advisory committee
- Improve student understanding of work experience expectations
- Increase employer recognition
- Improve communication between the student and employer and the sponsoring faculty during the work experience process

As a result of the 2008 to 2009 advisory meeting, progress has occurred in a number of areas.

- A general work experience SLO was developed that will apply to all programs offering work based learning opportunities. The first SLO specifically says that "Employers of Work Experience Students will rate the technical skills of their students as above average."
- Means of Assessment: Employers will rate the student's Accomplishment of Learning Objectives as above average for all learning objectives identified on the Work Experience Learning Contract and documented on the Student Work and Hours

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Report. Above average is higher than a 3.0 on a 5.0 scale. The evaluation will be administered by a Water Technology instructor during each site visit and the data consolidated with other Learning Contracts at the end of each semester.

- A second SLO was also developed: "Employers of Work Experience Students will rate the work habits of their students as above average."
- Means of Assessment: Employers will rate the student's work habits as above average on all categories identified on the Work Experience Learning Contract and evaluated on the Student Work and Hours Report. Above average is higher than a 3.0 on a 5.0 scale. The evaluation will be administered by the Water Technology Work Experience instructor during each site visit and the data consolidated with other Learning Contracts at the end of each semester.
- Career and Technical Education (CTE) programs are developing a database of student and employer contact information and providing it to Career Placement Services in order better to link students to work-based learning sites.

Each year a technical workshop is held to inform CTE programs about the opportunities for program improvement through VTEA funding. Management Information System (MIS) core indicator data is provided that documents certification, retention, and employment rates for program completers and leavers. Programs review their core indicator data and plan activities that address performance level gaps as well as other activities for improvement. Programs propose improvement activities that are likely to address the performance gaps indicated in the core indicator data.

The licensure examination pass rates indicate that Mt. SAC's graduates are doing extremely well with these examinations. As the college focuses heavily on the alignment of its curriculum with the licensure and other aspects of the program, these results are a good measure of the quality of that alignment.

Name of Program	Licensure Exam Pass Rate 2008 to 2009
Psychiatric Technician	83%
Emergency Medical Services	100%
Aircraft Maintenance	100%
Respiratory Therapy	100%
Nursing	95.83%
Histotechnology	93%

### II.A.2.b. Self-Evaluation

Mt. SAC does rely on faculty expertise and the assistance of advisory committees where and when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes through the program review process, PIE, as well as the external licensure examinations.

Through this self-evaluation process, the college has learned more about its Advisory Committees. The Advisory Committees are used in planning and are useful in determining the changes that must occur continuously to meet student needs. The link of advisory committees' comments to SLOs, budget, or capital requests is only done if appropriate. There is a need more closely to monitor and to evaluate the advisory meetings, their importance and how the college can support them, and how it links program improvement plans to advisory recommendations.

The college meets the standard.

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## II.A.2.b. Planning Agenda

The college is confident in its current efforts and directions in relying on faculty expertise and advisory committees, as appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. Mt. SAC regularly assesses student progress towards achieving the defined student learning outcomes. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.2.c.

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

## II.A.2.c. Descriptive Summary

The college ensures high quality instruction through a variety of means. The college supports rigorous hiring processes, with careful attention to minimum qualifications or equivalencies for all faculty. For faculty positions, the college requires the participation of faculty members from the discipline on the selection committee. Additionally, many departments include in-class teaching demonstrations during the hiring process to evaluate the strength of teaching for each candidate before a selection is made. Adjunct faculty are hired with equally careful attention to meeting minimum qualifications or equivalencies. They are evaluated while teaching in the classroom in the first semester of teaching to ensure they offer high quality instruction.

Evaluation of all faculty requires feedback on classroom performance to assist in improving teaching effectiveness. The Faculty Agreement (2008-2011) identifies as one of the general evaluation principles that "The basic aim of evaluation is to improve professional effectiveness. Therefore, information relating to a faculty member's strengths and weaknesses will be discussed openly and frankly with the individual being evaluated" (18.G.1, p. 56). The Faculty Agreement also identifies Teaching Faculty

Performance Expectancies in section 18.B that make explicit the college's high value for high quality instruction:

- 18.B.1. To be thorough in preparation for all class assignments.
- 18.B.2. To be regularly involved in staff and professional activities in order to increase personal expertise in both subject matter and teaching techniques.
- 18.B.3. 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.

The tenure review evaluation process requires ongoing, annual classroom evaluation and review of teaching portfolios for the first two years for all probationary faculty to ensure that before any probationary faculty member is awarded tenure, he/she has demonstrated high quality teaching consistently over time. Per the Faculty Contract, Distance Learning faculty also undergo classroom visitations virtually by allowing a designated faculty evaluator to visit the classes, and students taking Distance Learning courses have an electronic means to conduct student evaluations of faculty.

The college supports careful adjunct mentoring with reassigned time in both the English and Math Departments, two departments with large numbers of adjunct faculty teaching courses that are highly sequenced for student skill development. This mentoring consists of activities such as ongoing orientation for adjunct faculty, feedback on evaluation of classroom teaching, and professional development specifically targeted for improving pedagogy in the discipline. Orientation and evaluation are also provided for adjunct faculty in many other departments, many funded through Basic Skills Initiative funding. Funding for Basic Skills travel and conferences for faculty is managed by POD under the direction of PDC. PDC is comprised by members of Faculty Professional Development Council, Classified Development Council, and Management.

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To provide support to faculty who want to teach and who do teach distance learning courses, two faculty members with reassigned time as Online Learning Faculty Coordinator and Assistant Online Learning Faculty Coordinator mentor faculty by conducting the Skills and Pedagogy for Online Teaching (SPOT) certification workshops, by providing instructional design suggestions, and by offering topical workshops on using myriad tools in their distance learning courses (See *Skills and Pedagogy for Online Teaching (SPOT)*).

Additionally, the college offers the opportunity for all faculty members to participate in the Developmental Education modules, with close attention to pedagogy effective for developmental education students. This professional development program was cited by statewide Academic Senate as an exemplary program for 2008 to 2009.

The departments are responsible for the maintenance of rigorous course outlines to comply with articulation standards required by the UCs and CSUs, external accrediting bodies, or other standards within the discipline. The college ensures that all faculty members have access to official outlines of record so that all faculty are aware of any changes to the courses. This access has been facilitated by the use of an online curriculum software program, WebCMS. Content review at the department level for the establishment of appropriate prerequisites, corequisites, and advisories so that courses can be taught at an appropriate level of rigor and exit and entry skills are consistently taught is required by the Educational Design Committee.

The curricular issues related to appropriate depth and rigor of courses are addressed by academic departments in their ongoing review of courses and programs. Departments collectively and systematically review curriculum for appropriate depth and rigor. Department chairs additionally work with colleagues to determine the appropriate sequencing of courses, reviewing student success data to ensure that sequenced courses are designed effectively.

Time to completion is measured in many ways, depending on the methodology used as noted below.

For Student Right to Know (SRTK), the college has completion rates as well as transfer rates (See *Student Right to Know*). The cohort or group, all certificate-, degree-, and transfer-seeking first-time, full-time students, were tracked over a three-year period. The last cohort tracking period was for those entering the college in fall 2005. A 'completer' is a student who attained a certificate or degree or became 'transfer prepared' during a three year period, from fall 2005 to spring 2008. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer-prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five semester period, from spring 2006 to spring 2008, are transfer students. The college did an auto-issuance of certificates every few years in its old student information system, ICCIS, which increases the college's certificate achievement rates. It is important for the college to continue to provide students with many opportunities to secure their award, either a degree or certificate.

Synthesis of Learning: The Educational Design Committee reviews course measurable objectives from multiple perspectives to ensure that there is a progression of required thinking levels represented in each course and that the sequencing of the measurable objectives supports critical thinking development. The next level of evaluation and analysis is between groups of related courses such as a beginning, intermediate, and advanced courses, or courses connected with prerequisites and advisories. This review ensures that there is a logical sequencing between courses that allows students to synthesize learning experiences between courses (See *AA Degree New and Review Process*).

### II.A.2.c. Self-Evaluation

Course level evaluation of measurable objectives can be accomplished with a high level of accuracy. Learning progression and appropriate sequencing between related courses is more complex but still can be accomplished with a high level of accuracy if courses

are reviewed collaboratively by the Educational Design Committee. To evaluate logical content sequencing or paths to completion between multiple courses within programs, certificates, or degrees becomes increasing complex and is difficult effectively to evaluate without additional tools.

A graphical representation model has been developed to represent course sequencing, paths to completion, and requisite relationships. Development and use of the graphical representation should be further refined to assist the Educational Design Committee member's ability to assess complex interrelationships between courses.

The college meets the standard.

### II.A.2.c. Planning Agenda

The college is confident in its current efforts and directions in providing high-quality instruction, and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all of its programs. It is through the faculty hiring and evaluation processes as well as the committee and department review of the courses that it is clear that the college is making great strides in these areas. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.2.d.

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### II.A.2.d. Descriptive Summary

The Academic Senate has a process for the evaluation of approved distance learning courses (i.e., online and hybrid (both online and in the classroom)). The process allows for a periodic review and discussion of the success of students in classes with different delivery modes. Through these different delivery modes, students are given the opportunity to decide which is best for them. The college has a specific distance learning survey

that students can take that may help them determine ahead of time if distance learning is the appropriate option for them based on their learning needs and the requirements of the class (See *Questions to Aid in the Evaluation of Distance Learning*).

The SPOT program allows the college, through a faculty-led process, to determine the learning needs and completion requirements of their faculty who teach any online class (See *Skills & Pedagogy for Online Teaching*).

The Educational Design Committee evaluates course outlines of record with an expectation that multiple measures are incorporated in the methods of evaluation. There is also an expectation that the methods of evaluation reflect course content and are intrinsically related to the scope of the stated measurable objectives. Strengthening the relationship of the methods of evaluation and measurable objectives and expanding and clarifying the scope of the stated methods is a focus of the Educational Design Committee. During the course review process it is evident that methods of evaluation, as represented on the course outlines of record, need improvement.

Improving the stated methods of evaluation can be achieved by individual and group instruction. During the review process, recommendations with examples are given to the individual faculty. Professional development and Flex Day instructional sessions focused on teaching faculty how to strengthen methods of evaluation in the course outline of record. A sequence of professional development courses is given throughout each semester to instruct faculty how to develop each element of the course outline of record to create an integrated and cohesive course that reflects expected intensity and difficulty for the degree and non-degree applicable courses. Currently, Mt. San Antonio College offers a Developmental Education Faculty Certificate Training Program for full time and adjunct faculty. This program is recognized by other colleges and educational institutions as top-quality. It uses state of the art methods and techniques to provide a high quality educational experience for students (See *Professional and Organizational Development Schedule of Classes*).

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

When a department or faculty member develops new courses, the Educational Design Committee reviews the courses to ensure that the delivery mode of the courses: lecture, lecture and laboratory combination, distance learning, or laboratory is supported by the Course Outline of Record.

Professional development is required of all faculty who want to teach a class online. Professional development is available for faculty who teach developmental education courses—developmental certification is available. Faculty inquiry groups (FIGs) are available to faculty to study new techniques (See *Faculty Inquiry Group Announcement*).

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students:

- Re-Entry Services provide assistance to students returning to college who are 25+ years old, are single parents, are homemakers, and are vocational majors. A learning community designed for the Re-Entry student consists of a Life Management course and a Single Parent Academy Class. Located within the EOPS/CARE/CalWORKs programs, Re-Entry students have quick access to a variety of support programs such as housing, child care, transportation, and on and off campus referrals.
- Disabled Student Programs and Services (DSP&S) provides specialized courses for disabled students. Additionally, an effort has begun to educate the campus about universal design—what it is and how it works. This is especially important as disabled students enroll in courses across the campus and instructional methods should be in place that support learning for a wide range of students, including those with particular disabilities.
- Adult High School Diploma/Adult Basic Education (ABE)—Students are offered a variety of learning opportunities including one-on-one instruction with classroom teaching aides, small group instruction, and computer-aided instruction.
- High School Referral—Make-up classes for high school students. Biology and chemistry courses utilize the Natural Science Division physical science

lab so that students can perform wet labs. These courses meet the a-g, Cal State and UC life and physical science requirements.

- GED Preparation Program—Developed a hybrid distance learning program in which students meet with faculty on a weekly and bi-weekly basis to gauge progress on assigned online coursework. Students needing additional assistance can attend the ABE Lab for individual tutoring on specific subject areas.
- English Literacy and Civic Participation—The noncredit ESL Program infuses English Literacy and Civic Participation (EL Civics) and computer literacy into the curriculum and learning outcomes of all students, with a particular focus on the low-beginning to the intermediate levels of its program in order to facilitate students' acculturation in a new homeland. The themes are based on a needs survey that allows the learners to identify areas that are most critical to their adjustment and mobility in the United States. At the end of each academic year, students provide feedback regarding the effectiveness of their projects and select the following year's topics for civic engagement.
- VESL Career Paths—In order to prepare and facilitate the process of noncredit student advancement into credit programs, VESL Career Paths provides a structure and curriculum that mirrors credit. An integrated curriculum combines the objectives of the cluster of courses students must take as a cohort (Advanced ESL, Keyboarding, Microcomputer Applications, and Career and Life Planning) and produce assignments and projects that utilize a range of learning skills from communicative fluency and computer literacy to independent as well as collaborative learning strategies (See *Vocational English as a Second Language Program Information and Student Guides*).
- WIN Program—A collaborative program offered through the ABE, Athletic and Counseling Departments. The WIN Program is a tutorial center and study hall where student-athletes complete homework assignments either individually, in a

study group, or with the assistance of a tutor. The program assists student-athletes in monitoring their grades so that they can successfully transfer to a four-year university (See *Athletic Quick Facts*).

- Expanded Math Activities Resource Center (MARC) to include the basic skills lab, the transfer math labs, and the math computer lab components.
- Speech and Sign Success Tutoring for students in Speech and Sign Language Interpret classes.
- Tutorial Services—With the support of the Basic Skills Initiative and the current U.S. Department of Education Title V grant, Mt. SAC expanded tutoring activities dramatically and strategically. Transfer-level math and English tutoring, foreign language, science, and reading tutoring have served students in greater numbers. The Learning Assistance Center's (LAC) Tutorial Services program has collaborated with other tutoring programs on campus in various ways, helping to hire and schedule tutors, providing tutor training, and launching initiatives to coordinate services (See *Tutoring Centers (Across Campus)*).
- American Language Tutoring—recognizing that non-native speakers of English require tutors with deeper knowledge and expertise about the teaching of this special group than peer student tutors can be expected to have, American Language Tutoring employs noncredit faculty to tutor in the same building that houses American Language (AmLA) classes. This program has seen tremendous success in student learning outcomes.
- Supplemental Instruction (SI) Program—the highly successful SI program continues to infuse targeted tutoring in the natural sciences, mathematics, and social sciences, with continued student success. Its success is evidenced by its presence in all developing learning communities such as the English Bridge, the ASPIRE Bridge for African American students, and reading-based links. Additionally, Mt. SAC was recently awarded a National Science Foundation grant as a partner with California State University, Fullerton and Santa Ana College to increase the number of math and science majors, and supplemental instruction is

a critical component of the grant. Mt. SAC is poised to further enhance the use of SI in more math and science courses on campus.

- Early College High School program, hosted in concert with the Pomona Unified School District, is a grant-funded program that allows high school students to enroll in college classes at their high school in grades 9–11. Senior (12th grade) students are encouraged and supported in enrolling in college courses on the college campus. This delivery system builds on a strategy of increasing students' academic confidence such that they will eventually be ready to enroll in college courses at the college campus.
- Learning Communities (Summer Bridge, Math Bridge, English Bridge, Pre-Nursing/Health Bridge, ASPIRE, EOP&S, and Athletes)—The college's learning community efforts have employed a unique instructional strategy designed to address the learning and social psychological needs of students. In addition to linked classes (basic skills class plus counseling), students participate in a learning community course. This course, taught by a team of faculty from various disciplines, brings all students together from the various instructional links to have a common learning experience. During 2009 to 2010 a series of three learning community courses were developed and adopted for the 2010 to 2011 catalog in support of the college's learning communities.
- Computer Information Systems students provide computer/networking assistance to Walnut Unified School District. After taking a CIS class that includes both lecture in the classroom together with hands-on experience with the equipment the college has in the classrooms and labs here at Mt. SAC, students go out into the community, in this case Walnut Unified School District elementary schools, and install networking systems and computers so that the grade school students have technology available to them. This Service Learning course serves those students who learn by different modes very well. They are able quickly to apply what they have learned in the classroom lecture.

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- Faculty from Consumer Sciences and Design Technology developed a new Learning Community for fall 2008 bringing together FCS 41/Life Management along with COUN 54/Single Parent Academy and COUN 99A for a total of 7 units in the college's Learning Community.
- The Child Development Department is working in cooperation with Cal Poly Pomona and local high schools to provide support for Bonita High School students pursuing a career in Early Child Education (ECE). The collaboration has resulted in an articulated 2+2 from Mt. SAC to Cal Poly's B.A. program (General Studies—concentration in Child Development). Up to 70 semester units from Mt. SAC will be accepted at Cal Poly Pomona. Currently, high school and Mt. SAC students are receiving financial support through a grant.
- Honors Program—The Honors Program offers courses that focus on advanced critical thinking skills and seminar style learning environments. It also provides opportunities for student based research presentations both in the classroom and at local and state conferences. This enrichment allows students to pursue academic inquiry in specific areas of interest at the freshman and sophomore levels, preparing students for upper division class expectations in writing and researching. Taking a deeper look at the ideas fostered in their curriculum prepares them for the challenging academic environment they will find at transfer institutions
- Teacher Preparation Institute—Sections of General Education courses designated "especially for future teachers" contain alternate assignments and special projects which connect the students' future goals as teachers to the content they are studying. For instance, students in Ecology and Field Biology (Bio 3) complete a plant project, while future teachers complete a plant display that can be used in elementary school settings. The faculty teaching these designated sections are constantly modeling teaching in different ways and overtly explaining the reasons and learning theory behind the mode of the lecture or day's activity. In addition, future educators in these classes, and in Educ 10 and Educ 16, are often assigned to observe in local public schools and respond in writing about their insights into teaching in the 21st century. In some of these "especially for future teacher" courses, students begin a portfolio, as well, which they will retain and continue to complete as they finish their Bachelor's degrees and apply to the teacher credential programs.
- Service Learning—Service Learning courses enable students to interface directly with community populations to determine their needs and to learn through their experience in providing service to those populations. Service learning courses are offered in health occupations to enable students to examine and profile community health care needs, in linked courses with content-specific courses across the curriculum to explore career objectives through community involvement and service, and for students in leadership roles.
- Pre-Nursing Bridge—Through surveys and focus groups, students' varied learning styles have been detailed. Capitalizing on interactions between students, study groups are organized within the learning community's cohorts to provide a strong reinforcement for the classroom learning experience as well as building a foundation of peer support. Many students learn subject matter through a variety of approaches, particularly ones that focus on relationship-building.
- On Course Training—Faculty in the Bridge programs (learning communities) have sponsored four professional development seminars focusing on improving teaching strategies. Using consultants as well as faculty leaders, two day seminars have been taught to assist faculty in looking at more effective modes of teaching students. This training has assisted faculty to amend their teaching styles to move from being "straight lecturers" to developing a classroom approach that more directly engages students in the teaching-learning process.
- The Teaching and Learning Center (TLC) was launched in spring 2009. The center held faculty-led professional development trainings on best practices for teaching, engaged in peer-to-peer

learning, encouraged community-building through the inclusion of a variety of faculty members in both credit and noncredit programs, and invited faculty to engage in reflective dialogue about their students' learning through the creation of Faculty Inquiry Groups (FIGs) (See *Faculty Inquiry Group Announcement*). On May 8, 2009 the TLC hosted nine different sessions which had an average attendance of 11 full-time faculty members.

- Two FIGs involved a total of 12 different full-time faculty members, 31 different course sections, and 744 students. Using a dialogue-based assessment and teaching model, FIGs both applied and developed novel pedagogies to address barriers in student learning. For example, the LERN faculty used the "Singapore Method" to improve student learning in basic math while the Biology department sought to improve student engagement and learning of basic root words and metric problems through the use of iClickers.
- The Developmental Education Faculty Certificate Program (DE Cert. Program) provides training to educate and inform Mt. SAC faculty about developmental education. The program applies cognitive, social, and emotional theories along with innovative research to encourage professional growth in the classroom. The program focuses on unique learning among students, and especially focuses on the needs of developmental learners. The DE Certification Program was recently given the Exemplary Program Award through the Academic Senate of California Community Colleges. All faculty completers of the program were surveyed (n = 62) about their experiences. Survey respondents (n = 22) felt that the program provided an "excellent experience," saying that it was "informative" and provided an opportunity to learn new teaching methods. Some 95% of respondents felt that as a result of taking the DE Cert Program that they had noticed some change in their teaching strategies. 81% had modified their assignments, and 70% noticed changes with respect to their use of student learning outcomes. Faculty also learned to create their own definition of developmental learning.

- Professional and Organizational Development (POD) courses on distance learning and teaching methodologies: The Online Learning Support Center (OLSC) team provides Blackboard Basics, Skills and Pedagogy for Online Teaching (SPOT), Copyright, and other faculty development workshops are geared towards distance learning courses and online supported traditional courses (See *Professional and Organizational Development*).

#### II.A.2.d. Self-Evaluation

Strengthening the relationship of the methods of evaluation and measurable objectives and expanding and clarifying the scope of the stated methods is a focus of the Educational Design Committee. During the course review process, it is evident that methods of evaluation, as represented on the course outlines of record, need improvement and will be re-examined in 2009 to 2010.

Improving the stated methods of evaluation can be achieved by individual and group instruction. During the review process, recommendations with examples will be given to the individual faculty. Professional development and flex instruction will focus on teaching faculty how to strengthen methods of evaluation in the course outline of record.

The college meets the standard.

#### II.A.2.d. Planning Agenda

The college is confident in its current efforts and directions in using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. As the current planning endeavors are working well, there is no need for new planning efforts.

#### II.A.2.e.

**The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## II.A.2.e. Descriptive Summary

Student Learning Outcomes (SLOs) assessment is required for every academic department, instructional program, and student services and support departments. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate. The establishment and assessment of learning outcomes are documented systematically through program review in the ePIE (See *ePIE*) software program. This serves as the repository of assessment work done and enables the college to track improvements being considered through assessment data.

Student Services' departments participate in the annual program review—PIE. Their participation provides a careful look at how well each department is meeting its goals, assessing outcomes, and making measurable progress. Most pertinent is the impact of external conditions on various Student Services' departments. For example, changes in state Title 5 regulations directly impact Admissions and Counseling in terms of collegial discussion and implementation of policies and procedures. Regulatory changes to programs like DSPS, EOPS and CalWORKs often create changes in documentation and staffing to meet the intent of the changes. Thus, the evaluation and planning process includes both internal measurements and assessments as well as external.

Completion of the PIE process enables each department as well as the Student Services team to develop planning guidelines, especially regarding means of improvement in service delivery and increasing student success. Additionally, analyses provide recommendations for staffing and identify resource allocations needed. One of the key areas identified through the Student Services PIE Summary was the need for increased professional development/training related to the assessment of SLOs and AUOs, to customer service, and to Banner. The Educational Master Plan also identified future development needs within Student Services,

including the staffing, the resources, and the facilities needs, within the context of a growth model.

The curriculum review process includes a four-year review of all courses in the curriculum, with an ongoing review of degrees, either through yearly advisory committee reviews for career and technical degrees or through degree workshops held for all faculty input and recommendations for areas of emphasis and based on the Academic Senate Degree Review Process. The Educational Design Committee, Educational Design Subcommittee for General Education and Transfer Issues, and Curriculum and Instruction Council collaboratively ensure that courses and programs are reviewed for relevancy, for currency, and for appropriateness. To guide the review process, in spring 2008, the Educational Design Committee adopted The Course Outline of Record: A Curriculum Reference Guide prepared by the Academic Senate for California Community Colleges (See *The Course Outline of Record: A Curriculum Reference Guide*). Further strengthening the review process is the Council/Committee Reporting Structure that outlines a structure for reporting curriculum matters to the Academic Senate for full faculty consideration and approval.

New courses, changes in programs and degrees, and additions of general education courses require department or advisory review and must be documented in departmental or advisory minutes. Associate in Arts degrees require a cross-divisional review by faculty experts. The review process continues with a review and recommendation process by the Educational Design Committee, the Educational Design Subcommittee for General Education and Transfer Issues, as appropriate, the Curriculum and Instruction Council, and the Academic Senate. The local approval process for new programs, degrees, and certificates is enhanced by a review, as appropriate, by Los Angeles-Orange County Workforce Development Leaders (LOWDL), Economic Development Workforce (EDW), and the Chancellor's Office. The completion of Forms CCC 501 and CCC 510 include a rationale for relevancy, currency, and needs assessment. The entire review process is guided by the March 2009 document issued by the California

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Community Colleges Chancellor's Office (See *Program and Course Approval Handbook*).

The review process resulted in the following considerable changes. Core courses were selected for eleven areas of emphasis (2008), Architectural degrees were refined to include a design or technology emphasis (2008), Computer Programming degrees require a core group of courses with options of five specialties (2009), Hospitality Management and Restaurant Management strengthened the focus of the certificate (2007), and the Welding Program added welding specialties (2007).

### II.A.2.e. Self-Evaluation

The college has a comprehensive review process for curriculum development and maintenance. It is methodical and procedural, and it encourages thoughtful discussion and analysis. It requires faculty input, relies on their expertise, depends on the knowledge of a broad range of college personnel, and considers external factors related to curriculum development. As in all processes, however, improvements should be considered and are considered whether it be via the committee's review of its processes or via the annual program review evaluation and improvement process. The college should infuse the information discovered through learning outcomes when planning, developing, and reviewing courses and programs. It is clear that the SLO work of the college is allowing for this infusion, but as with all organizational change processes, it takes ten years or so to see the change become part of the college's normal day-to-day operations. The inclusion of SLOs in the PIE process is allowing this work to become infused more easily.

The college meets the standard.

### II.A.2.e. Planning Agenda

The college is confident in its current efforts and directions in evaluating all courses and programs through an on-going systematic review of their relevance, their appropriateness, their achievement of learning outcomes, their currency, and their future needs and plans. The college uses many planning

processes to demonstrate the value placed in these efforts and the integrity of the process. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.2.f.

**The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### II.A.2.f. Descriptive Summary

While student learning outcomes (SLOs) work had been introduced and began prior to 2004, Mt. SAC's focused outcomes effort began in 2004 with the Academic Senate forming a steering committee to create a plan for the implementation of SLOs. After much research, the committee decided to use the Nichols' Model of assessment, as it supports both SLOs and administrative unit objectives (AUOs) to be used in support areas. In fall 2004, a team of faculty and classified staff began facilitating SLO/AUO training with all of the college's departments. Aiding this team was the newly hired Educational Research Assessment Analyst. Additionally, the college's Institutional Effectiveness Committee created an SLO/AUO based program review process called Planning for Institutional Effectiveness, or PIE. This process has since been completed using TracDat software which allows for the ongoing tracking of the college's institutional effectiveness efforts. PIE is a cyclical process that is done annually and involves department-level dialogue and collegial self-reflection on how planning should and does guide decision-making (See *Planning for Excellence Newsletters—April 2009*). Results of the PIE work of the college are available via the web portal for employees and students (See *MyPortal*).

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The Academic Senate has been a large part of the institutionalization of SLOs. It has passed the following resolutions:

- 2007-02—Student Learning Outcomes and Faculty Evaluation
- 2007-05—General Education Outcomes Coordinator
- 2007-12—Student Learning Outcomes Committee
- 2008-04—SLO Plan
- 2008-12—SLO/GEO Committee (merge)
- 2008-13—GEO Plan
- 2009-02—SLO/GEO Transparency
- 2009-12—Faculty Primacy and Academic Freedom in Course Syllabi

The college had two Academic Senate governance committees responsible for documenting assessment efforts: the Student Learning Outcomes Committee and the General Education Outcomes (GEOs) Committee. Each of these committees presented a plan and timeline to the Academic Senate, both of which were supported by the faculty. In addition, the SLO Coordinator and the GEO Coordinator presented professional development workshops at the college's Professional Development Flex Day, and the GEO Coordinator facilitated workgroups for interested faculty in each of the General Education areas. As mentioned above, Resolution 2008-12 directed these two committees to merge into one: the Outcomes Committee. Both the SLO Coordinator and the GEO Coordinator have office space in which to do their assignments, and currently there are faculty members with a combined reassigned time of over 120% to focus on the institutionalization of SLOs and GEOs.

In addition to the Academic Senate, SLO/GEO efforts are supported by the Research and Institutional Effectiveness Department. In 2008, the job description of the Director of Research and Institutional Effectiveness was altered to include the duties related to outcomes and to accreditation. As mentioned above, the college hired an Educational Research Assessment Analyst (ERAA) to assist with SLO/AUO training when it began. In 2008, an additional ERAA was hired. It is the role of those holding these positions to provide research and training support to faculty and staff for major

campus assessment initiatives (e.g., student learning outcomes, general education outcomes, administrative unit objectives) as well as planning and program review. In the fall of 2008, under the leadership of the Research and Institutional Effectiveness Department along with faculty, the college published an SLO/AUO Guidebook that has been a valuable resource as the college community works with SLOs and AUOs (See *Guidebook to SLOs and AUOs*). The Director of Research and Institutional Effectiveness and her research team are now a full part of the faculty-led SLO process as the support team, and, as mentioned, they are experts in some of the areas of outcomes assessment. In October 2009, the two ERAA employees accepted employment elsewhere and the positions became vacant; it was through discussions with administration and budget considerations along with accountability perspectives and SLO/GEO momentum that the decision was made by President's Cabinet in conjunction with a review of all request-to-hire positions not to fill the ERAA position funded through the general fund and to fill the ERAA position funded through Basic Skills. The impact of not filling the one ERAA position is that employees across campus are not able to call a researcher to help with their SLO/AUO work. As of now, the ERAA position that was filled may only work on basic skills related projects; this year, those are only the ones funded through the Basic Skills Initiative.

The Student Services Division has developed a model that delineates Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) along with Student Services division goals. This model is based on five key elements: Access, Participation, Progress, Persistence and Success (APS). The APS model looks at all support services as contributing to the whole. Rather than analyzing each department separately, APS integrates all activities, outcomes, guiding principles and markers into a comprehensive plan. All Student Services programs have detailed both SLOs and AUOs for their departments. The Counseling Department and Disabled Student Program and Services (DSPS) have developed and completed their course-level SLOs (See *SLO Web page Student Learning Outcomes newsletters, progress reports, and white papers—Spotlight*

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*Newsletter—September 2009*). Annually, through the program review process (PIE), departments are able to assess progress toward meeting SLOs and AUOs. Departmental changes are then reflected in the Student Services APS model.

Additionally, the faculty involved in Learning Communities have established a process continuously to evaluate their effectiveness in teaching basic skills courses linked with counseling courses. Faculty meet to plan their instructional approaches for the linked classes. Regular meetings have led to faculty redesigning their courses, developing interest strands, and instituting pedagogy designed to more fully engage their students.

The Continuing Education Division (noncredit) has developed Student Learning Goals (SLGs), which are interdisciplinary statements about what all noncredit students should know, should understand, and should be able to do by the time they complete their planned program (similar in purpose to credit GEOs). In its PIE planning, the division has linked all of its course-level SLOs to at least one SLG, using TracDat software to integrate SLG assessment into the SLO assessment cycle.

All areas of the campus are working with SLOs or AUOs. Academic departments, Career and Technical Education departments, all Continuing Education noncredit programs (ABE, ESL, Short-term Vocational), and service areas are all well into the process of SLO/AUO development, and many of them are well into the process of assessment. The college's 2008 to 2009 Accreditation Annual Report filed in June of 2009 documents these data of progress in implementation of outcomes assessment plan:

- Percent of courses with SLOs: 84.8% (as of May 2009)
- Percent of programs (degrees/certificates) with SLOs: 27% (as of June 2009)
- Percent of courses with on-going assessment: 80.9% (as of May 2009)
- Percent of programs (degrees/certificates) with ongoing assessment: 22% (as of June 2009)
- Institutional-level SLOs have been developed as General Education Outcomes (GEOs).

- Percentage of student and learning support activities with identified SLOs:
  - > Learning Assistance Center—100%
  - > Learning Resources Courses—100%
  - > Counseling—71%
  - > DSPS Courses—90%
- Percentage of student and learning support activities with on-going assessment:
  - > Learning Assistance Center—91.7%
  - > Learning Resources Courses—91.7%
  - > Counseling—71%
  - > DSPS Courses—81%
  - > Career/Transfer Services—100% of the 95 students identified the Transferrable Units correctly

Additionally, 100% of the courses in the Mt. SAC General Education pattern have at least one General Education Outcome assigned to them. In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010*; *Excellence in Assessment Award 2010*).

For over 60 years, Mt. SAC has served its students and the community well. The college community prides itself on offering excellence in education. As the college continues to use the assessment of SLOs to measure its effectiveness, it will continue to enhance its quality assurance and its commitment to continuous improvement. From its foundation of student focus and integrity, the college shapes its future.

Student Services utilizes a planning process that includes all faculty, staff and managers in the annual Student Services professional development day program. Over the years, these events have enabled all Student Services staff to participate in the development and sharing of division-wide and department specific SLOs, AUOs, goals, and activities. The Student Services APS (Access, Participation, Progress, Persistence and Success) model was borne out of the professional development/training activities. This integrated planning exercise enabled staff from various departments to develop common goals as well as to understand how all program efforts complement the direction of the entire division.

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Once a year, the Student Services managers meet for a day-long planning meeting. Managers bring to the planning meeting the work that their departments have completed as a result of the annual Student Services professional development day. Discussions are held to inform each manager about the shared direction of Student Services as well as to educate and inform each other of particular challenges, developments, or impending changes. Clarification of department and division goals and activities for the year is addressed, as well as the need for changes to policies and procedures to improve service delivery to students.

The Student Services Team meetings are held on a regular basis and serve to inform Student Services managers and program leads about curricular changes, about policy changes, and about new programs and services. In addition to Student Services managers, the department chair of counseling, the classified coordinator of outreach, and the faculty coordinator of learning communities are a part of the Student Services Team. In order to provide cross-divisional representation, communication, and coordination, representatives from the Instruction Team, Continuing Education (non credit programs), Information Technology, and the Bursar Office are also included in the Student Services Team meetings. This integrated discussion and information sharing enables all attendees to be more well-informed about critical concerns and developments across the campus.

The Student Preparation and Success Council receives reports to inform council members about student trends as well as areas of concern. Through review of the college's planning process, the Council determined that a particular college goal was missing: student persistence. The Council forwarded a recommendation to the Academic Senate as well as to the President's Advisory Council to encourage the development of a college-wide goal related to student persistence. This was initiated after the Council reviewed studies and reports related to student success and the importance of deliberate initiatives to address student persistence (See *Mt. SAC Fact Book—Why Didn't our First-Time Students Persist?*).

## II.A.2.f. Self-Evaluation

Mt. SAC continues to engage in ongoing, systematic evaluation and integrated planning to assure currency and to measure achievement of its stated student learning outcomes (SLOs). The SLOs are created for courses, for certificates, for programs including general and vocational education, and for degrees. The best evidence of this work can be found in the PIE process that has been ongoing since 2005 to 2006. Using a systematic approach via PIE, the college sets about improving the SLOs and students' grasp of them using a cyclical evaluative model of measurement and improvement and doing it again. It is clear that there are always opportunities to improve processes. The results of this work are available in the employee and student web portal system ([myportal.mtsac.edu](http://myportal.mtsac.edu) for SLOs) on a yearly basis per the Academic Senate Resolution on Transparency as well as the Institutional Effectiveness website (See *PIE documents (archive)*).

The college meets the standard.

## II.A.2.f. Planning Agenda

The college is confident in its current efforts and directions in SLO work using an ongoing, systematic evaluation and integrated planning to assure currency. The college uses SLOs for its courses, its certificates, its programs including general and vocational education, and its degrees. The results of this work are available to the college's employees and students via the Luminis web portal. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.2.g.

**If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## II.A.2.g. Descriptive Summary

Few programs use departmental course and/or program exams. Those that do include the Spanish program and degree or certificate programs requiring assessment of clinical practice such as Nursing, Paramedic, Psychiatric Technician, Radiologic Technology, and Respiratory Therapy. The latter are validated by the external agencies that create and supply them. The college programs do review the tests as much as possible and align their curriculum to some extent to match the student learning outcomes required. The assessment of student learning outcomes and the improvement of teaching and student success are outputs of this review process. The documentation of this work can be seen in the college's program review process called Planning for Institutional Effectiveness (ePIE) and the Institutional Effectiveness Committee's minutes and PIE reports and forms.

The Assessment and Matriculation Committee and the Director of Assessment and Matriculation are charged with reviewing all placement tests and placement processes to assure that test bias is absent or minimized as much as possible. The process used to review potential test bias in writing prompts, in the scoring of writing exams, and in entrance into specialized programs is through a complex multi-step process of content validation, research on disproportionate impact, student review of test items, etc. The Research and Institutional Effectiveness Department works closely with the Director of Assessment and Matriculation to ensure that tests are reviewed, are validated, and improvements are made to allow for increased student success.

## II.A.2.g. Self-Evaluation

A few Mt. SAC programs use departmental course and/or program examinations. These examinations are validated externally through programs such as Nursing and Paramedic associations. Through the college's PIE process, it validates its effectiveness in measuring student learning outcomes. The use of the placement tests to assess students into different courses uses a methodical process to minimize biases.

The college meets the standard.

## II.A.2.g. Planning Agenda

The college is confident in its current efforts and directions in using external examinations for its programs as well as its validation process for reviewing placement tests. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.2.h.

**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

## II.A.2.h. Descriptive Summary

Title 5 provides parameters for the ratio of instructional hours to awarded credits. Based on these expectations, *Administrative Procedure 4024 Units to Contact Hour Relationships* was approved by the Academic Senate to explicate the required instructional hours to credits ratio (See *Administrative Procedures—4024*). Administratively, the ratio is evaluated and monitored by the Curriculum Specialist during the technical review of courses to be reviewed. The Educational Design Committee review process includes a second review of the ratio for each course. Concerns or inconsistencies are referred to the Dean of Instructional Services for analysis and recommendation for action.

In the case of course modifications requesting unit changes, faculty expertise supported by a rationale based on research of similar courses at comparable institutions is the basis for unit changes. After review of the rationale, unit changes must be recommended by the Educational Design Committee and by the Curriculum and Instructional Council and approved by the Academic Senate.

Faculty members in academic areas develop student learning outcomes (SLOs) based on the measurable objectives for the course. A student's grade in the course then is based on the student's meeting the

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measurable objectives of the course and, hence, meeting the stated student learning outcomes for that course. For example, the Mathematics and Computer Science Department developed the SLOs for their courses by first looking at the measurable objectives for each course. Using the measurable objectives as their starting point, the math faculty then developed the SLOs for each course. A student passing the course with a grade of "C" or above then will have successfully met the stated learning outcomes for the course. This is not to say that the only way that SLOs are assessed is by a student's grade. Throughout the time that a particular course is assessing the SLOs for that course, students will be assessed on the individual SLOs using a proper method for selecting the method of assessment (e.g., course embedded assessment), criteria for success (e.g., 80% successful), assessing the students, analyzing the data, and using the results to inform practice.

### II.A.2.h. Self-Evaluation

While the ratio is actively reviewed during the four-year review process, continuous monitoring and evaluating is essential to ensure that the ratio is accurate for all courses in the curriculum. The Curriculum and Instruction Council and the Educational Design Committee are developing protocols to help measure and to help monitor the process. It is important to reaffirm the importance of evaluating the ratio during the four-year technical review process by the Curriculum Specialist and the members of the Educational Design Committee to ensure that all courses in the curriculum are correctly coded.

The college meets the standard.

### II.A.2.h. Planning Agenda

The college is confident in its current efforts and directions in awarding credit based on student achievement of the course's stated learning outcomes. The college's units of credit awarded are consistent with its institutional policies. Those policies reflect the accepted norms or equivalencies in higher education. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.2.i.

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

#### II.A.2.i. Descriptive Summary

Faculty leadership has also moved the college to the assessment of general education outcomes (GEOs) which constitute the institutional outcomes (See *GEO Plan 2009-2012; GEO Assessment: 2008-2009 Summary of Findings*). The integrated outcomes assessment plans are based on the foundational principle that all courses required for the completion of a degree or certificate contribute to the mastery of the program's goals. Every course proposed must establish measurable objectives which have become closely linked to the student learning outcomes for the course. Every program of study must identify learning outcomes that the faculty members determine are required for satisfactory completion of that program. The identified outcomes are documented in the annual program review process through ePIE to allow for monitoring of outcomes assessment and the use of results (See *ePIE*).

The college is currently in the process of implementing outcomes assessment plans for individual courses, for programs, and for services. All instructional divisions have documented in program review planning the intention of meeting full compliance with course-level SLO implementation by June of 2010 (See *PIE Documents (Archive)–Vice President's Summary, 2008-09 Instruction, p. 25*). As of May 2009, the Learning Assistance Center and Learning Resources have reported 100% compliance with SLO identification and 91.7% of ongoing assessment. Counseling reports 71% compliance, while DSPS courses report 90% compliance. Some 27% of the programs (e.g., degrees and certificates) have SLOs.

A student receiving a degree from Mt. San Antonio College will have successfully completed the courses required for that degree. That student, then, would have met the measurable objectives for each of the courses required for that degree, and, hence, met the

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student learning outcomes for each course. General education courses that are required for that degree will have assessed the student on the general education outcomes that were adopted for that particular area in the general education pattern.

Students receiving certificates will have met the measurable objectives and thus the student learning outcomes for each course required for the certificate. If a certificate has a capstone course, then the student learning outcomes for that capstone course will encompass the student learning outcomes for the certificate. Since many of the certificates awarded at the college are in the Career and Technical Education (CTE) area, students must pass an industry standardized exam to receive the certificate. Other certificates are awarded only if a student has satisfactorily completed all courses required for that certificate.

For Associate in Arts and Associate in Science degrees, workgroups of faculty from the courses required for these degrees meet on a regular basis (as needed) to discuss the courses required for this degree and the overall philosophy for a particular degree. During these sessions, faculty discuss student learning outcomes that they believe a student should have when a student receives that degree. Then faculty look at the student learning outcomes for each individual course in the degree to see which courses cover those outcomes that the faculty believe are the most important for that degree. This is a mapping of the degree (program) SLOs to each individual course in the degree and a mapping of the SLOs for each course to the SLOs for the degree. This is an ongoing process, and the college is in the beginning of this work. The dialogue between faculty across the campus that this type of work creates is exciting and challenging, but the end result of all of this work is to make sure that the college's students leave Mt. SAC with the tools required in industry and/or in their transfer institution.

Mechanisms are utilized throughout the college to ensure that courses, programs, and services identify clear learning outcomes and engage regularly in assessment student achievement of the stated learning outcomes. These mechanisms include:

- Educational Design Committee (curriculum) review of all courses and programs on a regular four-year cycle that examines all components of the course outline of record for coherence and alignment with identified measurable course objectives.
- Program review (PIE) conducted annually that requires that each department and service document outcomes assessment efforts and provide information about how outcomes assessment work informs planning and resource needs.
- Outcomes Committee assessment of the quality of student learning outcomes and overall progress in integrated outcomes assessment efforts across the college.
- Annual research conducted for the Accreditation Annual Report for ACCJC by the Research and Institutional Effectiveness Department staff to determine institutional compliance with outcomes assessment.
- External examinations for many career and technical education program completers such as Histotechnology, Real Estate, Nursing, Radiologic Technology, Psych. Technician, and Respiratory Therapy have validated the rigor of the programs.

### II.A.2.i. Self-Evaluation

Mt. San Antonio College is making significant progress in achieving awarding degrees and certificates based on student learning outcomes. The rapid progress toward compliance in establishing student learning outcomes at the course, the program, and the general education level has created a strong foundation for ensuring that students in all programs successfully achieve student learning outcomes as the basis for earning degrees and certificates. Under faculty leadership through the Academic Senate and the Outcomes Committee, plans have been developed, have been piloted, and have been approved to ensure that all courses and programs have a regular assessment cycle in place for identified student learning outcomes.

One strength the college brings to this effort is the generalized adoption of student learning outcomes implementation by student services departments and

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also increasingly by tutoring and learning centers. The identification of student learning outcomes for Basic Skills-funded activities (allocated \$20,000 or more) further shows the adoption of outcomes assessment across the college as normative.

It is important to monitor closely compliance with implementation plans for student learning outcomes at course and program levels to ensure that students in all programs can achieve established outcomes.

The college does not meet the standard.

### II.A.2.i. Planning Agenda

Mt. SAC will create a plan for creating student learning outcomes for all degrees and certificates and monitor the progress and allow for improvements.

### II.A.3.

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### II.A.3. Descriptive Summary

A General Education philosophy statement is incorporated in the College Catalog along with a comprehensive discussion of the required areas and a listing of courses that satisfy the requirements for each area. Faculty has primary responsibility for evaluating breadth, depth, and rigor of courses recommended for the General Education Curriculum and for providing rationales for each course they propose. The Educational Design Subcommittee for General Education and Transfer Issues reviews and recommends submission for approval to satisfy General Education requirements for the California State University (CSU) and University of California (UC) General Education systems. Approval qualifies the course for local General

Education status. Changes and additions to General Education courses are reported to the Academic Senate for approval.

Mt. San Antonio College's (Mt. SAC's) General Education Philosophy Statement states:

*General education is the distinguishing feature of higher education. It is a broadly-based core of humanistic knowledge and abilities, the acquisition of which is the distinctive characteristic of the educated person. General education courses emphasize the ability to reason, to examine issues from different perspectives, to challenge authority, and to communicate ideas logically and confidently. They instill open-mindedness, respect for difference among people, and knowledge of self. By exposing students to different fields of study, general education courses provide an understanding of the human condition and of human accomplishments and encourage a lifelong interest in learning.*

One method to examine the alignment of student expectations and performance in the Mt. SAC general education program is through the assessment of general education outcomes (GEOs). GEOs are statements that define the knowledge, the skills, and the perspectives acquired by students who satisfy the college's general education requirements.

Faculty members have primary responsibility for evaluating breadth, depth, and rigor of courses recommended for the General Education Curriculum and for providing rationale for each course they propose. Board Policy 3255 clearly states that the Board of Trustees and the college President "will rely primarily upon the faculty, acting through its Senate" in the matters of curriculum, including establishing prerequisites and placing courses within disciplines, degree and certificate requirements, and educational program development (See *Board Policy—3255*). The responsibility of developing and measuring GEOs must rest with the faculty. Thus, the Academic Senate approved and adopted many resolutions related to outcomes assessment. Additionally, the best planning occurs when input from all college constituencies

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including managers, classified professionals, and students is encouraged and supported. Through this collaboration, the effort becomes more viable, and the team is strengthened. The college has communicated its value of general education outcomes through resolutions that have been passed to create the necessary infrastructure and direction for GEOs. These include (See *Academic Senate Resolutions*):

- GE Outcomes Committee (GEOC) created by AS Resolution 2006-06 (passed October 5, 2006) (See *General Education Outcomes Committee*)
- GEO Coordinator Resolution 2007-05 (passed June 7, 2007)
- General Education Outcomes Plan Resolution 2008-13 (passed March 5, 2009) (See *GEO Plan 2009-2012*)
- Transparency of SLOs/GEOs Resolution 2009-02 (AMAC passed April 22, 2009)

A focus on GEOs began in 2006 to 2007, with the document "Recommendation for Implementation of General Education Outcomes at Mt. San Antonio College" (See *GEO 2006-09: An Historical Perspective*). The purpose, the function, and the membership of the General Education Outcomes Committee were originally developed during spring 2007. This document was revised in May, 2007 when a team from Mt. SAC attended the Institute on General Education and Assessment hosted by the Association of American Colleges and Universities. The team consisted of the SLO Implementation Team Coordinator, the Dean of Instruction, the future General Education Outcomes Coordinator, the Director of Research and Institutional Effectiveness, and the Educational Research Assessment Analyst. The purpose of attending this institute was to emerge with a plan to start the development and assessment of general education outcomes at Mt. SAC. It discussed strategies to work with campus constituencies such as the Academic Senate and the Educational Design Committee to gain institutional approval of the GEO Plan, various foundational activities with the faculty to build the assessment processes, the role of the GEO Coordinator, communication efforts with the campus community, and documentation of these efforts.

The General Education Outcomes Committee started meeting officially in fall 2007 and reported to the Curriculum and Instruction Council and the Academic Senate. The Student Learning Outcomes and General Education Outcomes Committees merged to create the current Outcomes Committee in fall 2009, and the GEO efforts have been progressing with the release of the 2008 to 2009 GEO Assessment. The three-year GEO Coordinator position was formed in 2007, and the faculty member assuming the position received 60% reassigned time for responsibilities attached to general education outcomes. During its two-year existence, the GEO Committee consisted of representation from faculty including the vocational area, administration, research, and information technology (See *General Education Outcomes Committee*). The SLO Coordinator and GEO Coordinator served on the GEO Committee and the SLO Committee, respectively, in order to ensure communication and dialogue between the similar but distinct outcomes efforts. The Outcomes Committee retained this representation.

The Academic Senate appointed the faculty members who served on the General Education Outcomes and Student Learning Outcomes Committees, and later, the Outcomes Committee. Management and classified were appointed by their groups. The GEO Committee's purpose was to create, to assess, and to document the college's general education outcomes efforts. The Committee would make recommendations to the Academic Senate through the Curriculum and Instruction Council.

During its 2007 to 2008 academic year, the GEO Committee facilitated the development of a set of General Education Zones or core competencies which each student taking courses in the general education pattern would be able to demonstrate (See *GEO Web page; GEO Zones*). Faculty, staff, and administration were responsible for the development of these Zones, with facilitation and coordination emerging from the GEO Committee and the Research and Institutional Effectiveness Department. In spring 2008, a questionnaire was distributed asking faculty members to share their perceptions of the distinguishing characteristics of a student completing the Mt. SAC

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General Education curriculum (See *GEO Web page*). Each recipient was also sent the first communication by the GEO Committee, Mt. SAC's General Education requirements, and the Accreditation Standard II.A.3 as references. The questionnaire was available both

electronically and as a hard copy. From the responses, the GEO Committee engaged in thematic analysis and dialogue to emerge with the following eight major areas of general education from which general education outcome statements could be developed.

MT. SAC GENERAL EDUCATION ZONES	
GE Zone	Description
<b>1. Critical Thinking and Reasoning</b>	includes synthesis, evaluation, interpretation of ideas, application of concepts; problem solving and analysis; identification of logical fallacies or sources of error; development of logical arguments based on cogent analysis of supporting evidence
<b>2. Effective Communication</b>	includes development of effective skills for both written and oral communication, including presentation skills
<b>3. Quantitative Reasoning</b>	includes the ability to interpret and analyze information given graphically or numerically; apply mathematical expressions, equations, and theorems; understand statistical data; use mathematical concepts to construct math models; and to use math models to solve applied problems
<b>4. Reading Competence</b>	includes the ability to understand vocabulary, critically analyze content, meaning, and author's purposes, as well as the development of increased proficiency and depth of understanding. Includes analysis of a variety of written materials and styles appropriate to different disciplines
<b>5. Information Competence and the Effective Uses of Technology</b>	includes the ability to identify, research, and assess the credibility of a variety of information sources, including those obtained from the internet and other electronic data sources as well as more traditional published sources. Also includes knowledge and proficiency in the use of standard computer technology and software used in academics, a variety of professions, and daily life
<b>6. Personal Responsibility</b>	includes the development of skills, attitudes, abilities, and values that facilitate advanced learning, personal growth, and preparation for lifelong learning. These include study skills development, awareness of academic environments and resources, self-awareness of learning styles and habits, persistence, acceptance of personal and professional responsibility, leadership, initiative, proactive action, empathy, interpersonal skills development, and the ability to work independently
<b>7. Social Responsibility and Cultural Competence</b>	includes understanding, appreciation, and respect for perspectives, values, and societal contributions of diverse peoples and cultures; awareness, sensitivity to and acceptance of a variety of different viewpoints; and the ability to understand and work with individuals who differ from one's self
<b>8. Civic Engagement and Global Citizenship</b>	includes an understanding of current events, of ethics and the implications of personal and societal choices as they affect the college's interconnected world economy, governments, environment, and social climate; as well as acceptance of responsibility for civic and societal engagement

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After approval and adoption by the Academic Senate and the Curriculum and Instruction Council, the GE Zones were shared with the campus. The GE Zones were not written as GEOs. However, in tandem with the General Education Philosophy, course outlines of record, and knowledge from faculty members from each discipline with one or more General Education courses, the GE Zones have been used as an additional resource in developing the general education outcomes (GEOs) across campus.

Academic Senate Resolution 2008-13 directed the GEO Committee, and then was re-written to direct the proposed merged SLO and GEO Committees (now the Outcomes Committee), to create a plan and timeline to monitor, to facilitate, to document, and to evaluate the process of developing, of assessing, and of using the results of GEOs (See *Academic Senate Resolutions; GEO Plan 2009-2012*). The purpose of this resolution was to respond to both internal and external conditions affecting the use of GEOs at Mt. SAC. One aim declared in the college's mission statement is "to support [students] in achieving their personal, educational, and career goals in an environment of academic excellence." The decision also supports the college's 2008 to 2009 second, eighth, and eleventh goals.

- Mt. SAC Goal #2: The college will prepare students for success through the development and support of exemplary programs and services.
- Mt. SAC Goal #8: The college will encourage and support participation in professional development to strengthen programs and services.
- Mt. SAC Goal #11: The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Additionally, the Accrediting Commission for Community and Junior Colleges uses the assessment, the application, and the integration of GEOs as an integral part of its accrediting standards. Thus, a combination of inherently good practices and external requirements compelled the college to develop and execute a GEO plan (See *GEO Plan 2009-2012; GEO 2006-09: An Historical Perspective*).

Since the GEO process provides a context for the assessment and improvement of student learning, it is also an integral element of institutional planning at Mt. SAC (See *PIE documents (archive); PIE documents (current)*). Within this context, the foundation of department planning comprises clearly articulated goals related to the improvement of student learning as well as to the delivery of unit services. The integrated planning process allows for documentation of efforts related to these goals, to improve the college's effectiveness, and is essential to the thoughtful use of the college's complex, and sometimes limited, resources.

The GEO Plan established a few critical goals (See *GEO Plan 2009-2012*):

1. By December 2010, 100% of courses will complete at least one GEO assessment cycle.
2. Each semester, the GEO Coordinator will continue to create opportunities for dialogue, communication, and professional development campus-wide to facilitate, to evaluate, and to report on the GEO process. The GEO Coordinator meets with Professional and Organizational Development (POD) and with the Professional Development Council (PDC) on a formal and informal basis to suggest new opportunities to be considered for professional development.

To start the process on the development of GEOs, the GEO Committee determined, through dialogue, that it was imperative to have faculty members who taught in specific Mt. SAC GE Areas to determine the specific GEO for that Area as opposed to the committee's initial plan to determine GEOs by GE Zone. The Committee designed a two-hour workshop for faculty members teaching courses in the GE program with two main goals:

1. In conjunction with the GE Zones, the philosophy of their respective GE Area, and the measurable objectives of those courses through the course outlines of record, the participants will determine a common general education outcome to assess.
2. The Workgroup will come to a shared understanding of what student attainment of that learning outcome entails.

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For each course within the designated Area Workgroup, the aim was that the general education outcome agreed upon in this collaborative manner would function as both a course-level student learning outcome (SLO) and a GEO. Therefore, it was important that faculty knowledgeable about each course within the designated Workgroups be in attendance at the appropriate Workshop. Two pilot Workshops were held in fall 2008, and four additional workshops were held in spring 2009.

The general education outcomes are used to analyze courses for inclusion as general education. The GEO statements are borne out of a combination of the GE Zones, faculty expertise, and the course outlines of record for the GE courses, specifically the measurable objectives for the courses. Measurable objectives

communicate the most central aims for the course. Faculty members discussing a shared general education outcomes use the courses' measurable objectives to collaborate on a shared outcome (See *GEO Assessment 2008-09: Summary of Findings*). Through a great deal of collaboration and dialogue, the Workgroups were able to agree upon a general education outcome and to create a means of assessment via a common rubric, and criteria for success. The GEO Committee had developed a common and consistent reporting form for all of the Workgroups (See *GEO Common Reporting Form and Workshop material*). The Workgroups were asked to submit the assessment results by the end of spring 2009 to the Research and Institutional Effectiveness Department. The meetings yielded the following general education outcomes:

Area	General Education Outcome(s)
<b>Area A</b>	Students completing an assignment in Area A courses (ENGL 1A and ENGL 1AH) will be able to develop a thesis statement that advances a clear argument.
	Students completing an assignment in Area A courses (ENGL 1A and ENGL 1AH) will be able to use textual evidence for support of their thesis.
	Students completing an assignment in Area A courses (ENGL 1A and ENGL 1AH) will be able to write an essay in which they synthesize information from a variety of print and electronic sources.
	Students completing an assignment in Area A courses (SPCH 1A and SPCH 1AH) will be able to perform basic speech delivery skills.
	Students completing an assignment in Area A courses (SPCH 1A and SPCH 1AH) will critically evaluate public speeches.
	Students completing an assignment in Area A courses (SPCH 1A and SPCH 1AH) will understand the need to adapt communication style to acknowledge the differences in others.
	Students completing an assignment in Area A courses (SPCH 1A and SPCH 1AH) will be able to evaluate the reliability of information sources.
<b>Area B</b>	Students completing relevant assignments in Area B courses will evaluate the impact of science on their daily lives.
<b>Area C</b>	Students completing an assignment in Area C (Humanities) will be able to identify the influence of culture on human expression.
	Students completing an assignment in Area C (Arts) courses will be able to analyze modes of artistic expression.

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Area	General Education Outcome(s)
Area D	Students will be able to differentiate among changes in the American constitutional government over time. (D1)
	Students completing relevant assignments in Area D2 courses will analyze the relationship between social, political, and/or economic institutions and human behavior.
Area E	Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.

The GEO Committee assigned members to help each Workgroup's participants with the assessment of their Area's GEOs. Other faculty members across the campus were encouraged to adopt these initial GEOs as their course-level SLOs and to assess them as well. Additionally, in order to ascertain awareness and comprehension of the process, all department chairs were asked to answer some questions about their GEO assessment status and plans. Based on the amount of work completed to date, it is clear that a formalized GEO Plan was necessary both to guide the college in the specific activities and timeliness of work to be completed and to provide a compendium of the accomplishments to date. This plan allows for a GE Area assessment that is rapid as a result of intensive coordination between the GEO Coordinator, the GEO Committee, the Research and Institutional Effectiveness Department, the Division Deans and Associate Deans, and faculty members.

In summary, the following work was completed:

- Survey of all employees asking what GE outcomes students should have upon graduation. Based on these findings, the GE Zones were created (e.g., critical thinking and reasoning; effective communication) (See *GE Zones*).
- Work groups were organized with faculty from courses in specific GE Areas of the Mt. SAC curriculum. Faculty examined the GE Zones as well as the measurable objectives for courses in that area. Based on this compilation of material, each GE Area created at least one GEO and started assessment activities (See *GEO Common Reporting*

*Form and Workshop material; GEO Assessment 2008-09: Summary of Findings*).

In March 2010, the college was honored to receive two awards for its work in planning and assessment from The Research and Planning (RP) Group for California Community Colleges (See *Excellence in Planning Award 2010; Excellence in Assessment Award 2010*).

### II.A.3. Self-Evaluation

The college has engaged in the design, in the development, and in the assessment of GEOs since 2006. Like other outcomes efforts, the GEO process resides at the unit level and is driven by the faculty membership. Over the past few years, the process has been revised based on research and new information via external resources and dialogue within and outside of the campus. The GEO process at the college is still developing to fit the culture of the institution.

The general education outcomes developed and assessed so far have been more formative than summative. The college is continuing to integrate program-level outcomes from venues such as capstone courses to address student skills at the completion of the general education program. Further dialogue within the faculty membership will assist in refining and refocusing the content of GEOs.

Although the GEO assessment results are collected via a common form, there is no centralized location for GEOs to be housed. The SLO Coordinator, Research and Institutional Effectiveness Department, and the Information Technology department are working

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together to integrate GEO documentation into the existing program review platform, ePIE.

It is important to continue to receive updates from the GEO Coordinator and the Outcomes Committee on the GEO progress. These reports will be given to the Curriculum and Instruction Council and will be provided to the Academic Senate in an open meeting.

Course recommendations for General Education requirements are the primary responsibility of the faculty. The process is well-established, is viewed as a critical component of the curriculum, and has a high-level of faculty involvement.

The college meets the standard.

### II.A.3. Planning Agenda

The college is confident in its current efforts and directions in requiring all academic and vocational degree programs to have a component of general education based on a carefully considered philosophy that is clearly stated in the college's catalog. Mt. SAC relies on the expertise of its faculty to determine the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. The college's GEO assessment process provides another avenue for demonstrating the college's integrity and institutional commitment to and support of the GE, GEO, and SLO work of the faculty. As the current planning endeavors are working well, there is no need for new planning efforts.

#### II.A.3.a.

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

#### II.A.3.a. Descriptive Summary

Faculty members have developed a set of general education outcomes (GEOs) that address the major areas of knowledge associated with the five areas in

the General Education program. Some of these GEOs investigate students' abilities to:

- Evaluate the impact of science on their daily lives. (Area B: Science and Mathematics)
- Identify the influence of culture on human expression. (Area C: Arts and Humanities)
- Analyze modes of artistic expression. (Area C: Arts and Humanities)
- Differentiate among changes in the American constitutional government over time. (Area D: Social Sciences)
- Analyze the relationship between social, political, and/or economic institutions and human behavior. (Area D: Social Sciences)

In 2008 to 2009, the college measured GEOs across the GE areas, and it is documented in the GEO Assessment 2008-09: Summary of Findings. The results indicated that students were able to grasp a basic understanding of the content and methodology of the natural sciences and social sciences areas. The work for the humanities and arts areas will be done in 2009 to 2010, and the work will continue for all groups in 2010 and beyond using a cyclical evaluation process.

The college's work on its SLOs for programs (degrees and certificates) will also help in 2009 to 2010 and beyond to further measure these areas of understanding. The SLO Coordinator is helping to organize a process in 2009 to 2010 to increase the SLO work in this area and provide for documentation of the progress. As of spring 2009, 27% of the programs (degrees and certificates) have at least one SLO and means of assessment.

#### II.A.3.a. Self-Evaluation

At the college there is an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. The college is continuing to integrate program-level outcomes from capstone courses, for example to address student skills at the completion of the general education program. Further dialogue within the faculty

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will assist in refining and refocusing the content of GEOs using the GEO Plan and Timeline as a guiding method for completion (See *GEO Plan 2009–2012*). It is clear that the college is doing some extraordinary work related to GEOs, and its efforts and evaluation of those efforts are ongoing and sustainable.

The college meets the standard.

### II.A.3.a. Planning Agenda

The college is confident in its current efforts and directions in understanding the basic content and methodology of the major areas of knowledge including humanities and fine arts, the natural sciences, and the social sciences. As the current planning endeavors are working well, there is no need for new planning efforts as the GEO Plan 2009 to 2012 will guide the GEO planning process and the SLO Coordinator is working with the programs (degrees and certificates) to create and evaluate program-level SLOs.

### II.A.3.b.

**A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

### II.A.3.b. Descriptive Summary

Faculty members have developed a set of general education outcomes (GEOs) that address communication, critical thinking, and knowledge acquisition skills within the five areas in the General Education program. Some of these GEOs directly address through investigation of the students' abilities to:

- Write an essay in which they synthesize information from multiple texts. (Area A: Communication and Critical Thinking)
- Apply MLA format for citing and documenting sources. (Area A: Communication and Critical Thinking)

- Analyze modes of artistic expression. (Area C: Arts)
- Critically evaluate public speeches. (Area A: Communication and Critical Thinking)
- Understand the need to adapt communication style to acknowledge the differences in others. (Area A: Communication and Critical Thinking)
- Evaluate the reliability of information sources. (Area A: Communication and Critical Thinking)

Other GEOs address skills including self-reflection, analysis, and critical evaluation. These include the students' abilities to:

- Demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being. (Area E: Lifelong Understanding and Self-Development)
- Evaluate the impact of science on their daily lives. (Area B: Science and Mathematics)
- Analyze modes of artistic expression. (Area C: Arts and Humanities)
- Analyze the relationship between social, political, and/or economic institutions and human behavior. (Area D: Social Sciences)

Results from the 2008 to 2009 GEO assessment work indicate that faculty members were able to assess these learning outcomes and are planning on using the findings to improve teaching and learning (See *GEO Assessment 2008–09: Summary of Findings*).

### II.A.3.b. Self-Evaluation

The college is continuing to integrate program-level outcomes from venues such as capstone courses to address student skills at the completion of the general education program. Further dialogue within the faculty membership will assist in refining and refocusing the content of GEOs.

The college meets the standard.

### II.A.3.b. Planning Agenda

The college is confident in its current efforts and directions in assessing students' abilities in being productive individuals and life long learners through the evaluation of the GEOs. As the current planning

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endeavors are working well, there is no need for new planning efforts.

### II.A.3.c.

**A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

#### II.A.3.c. Descriptive Summary

Faculty members have developed a set of general education outcomes (GEOs) that address the concepts of ethics, cultural sensitivity, and social responsibility within the five areas in the General Education program. Some of these GEOs investigate students' abilities to:

- Identify the influence of culture on human expression. (Area C: Arts and Humanities)
- Analyze modes of artistic expression. (Area C: Arts and Humanities)

Results from the 2008 to 2009 GEO assessment work indicate that faculty members were able to assess these learning outcomes and are planning on using the findings to improve teaching and learning (See *GEO Assessment 2008-09: Summary of Findings*).

Students at the college show their willingness to assume social, civic, and political responsibility by their involvement in a number of activities that would benefit the college and community. For example, students were actively involved in Bond Measure RR, the bond measure that would allow a number of instructional buildings to be built and/or remodeled. The Associated Students became involved by committing substantial monetary support, while individual students became involved in supporting the campaign center for Measure RR in various ways. Their monetary and political activism were significantly influential in the passing of Measure RR. During this campaign, students demonstrated pride in their college and served as vocal and active representatives to the community.

They also encouraged voter registration and assisted other students through peer mentoring. The Associated Students also arranged debates of propositions on the State ballot.

Students voluntarily enroll in the college's LEAD (Leadership Education And Development) program, designed to offer a practical approach to leadership education. The LEAD program provides workshops on 12 different topics throughout the entire school year. Students who complete participation in the LEAD workshops are able to earn from one to two different certifications in leadership: Personal and Organizational. An outcome of participation in the LEAD program is enhanced understanding of leadership qualities and principles as well as direct experience and practice in civic responsibility, ethics, and decision-making.

Several student organizations support the college's effort to teach respect for cultural diversity, civic and social responsibilities, and what it means to be an ethical human being. The Global Resistance Network has been involved in raising awareness of world issues affecting students and others in the local community and promoting solidarity and unity amongst all campus students. The EAGLE club has actively engaged students and faculty on all aspects of ecology, including the development of a recycling program on campus.

Several cultural celebrations take place on an annual basis highlighting cultural diversity. The college has a wide range of diverse student organizations such as MEChA, BSU, Chinese Students Club, Vietnamese Student Association, and Muslim Student Association. These organizations promote the value of cultural awareness and help bring diverse groups of students together. The organizations consistently work together on various activities and have supported each other's events throughout the academic year. In the spring 2009, the Muslim Student Association sponsored a 15 x 30 ft. Apartheid Wall about inhumane and destructive activity in Gaza.

Students and instructional departments, especially the Humanities and Social Sciences division, sponsor speaker series that focus on contemporary issues and social justice concerns. Most recently, a presentation

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from atomic bomb survivors (Hiroshima, Nagasaki) was held for students accompanied by a display in the library. The Summer Bridge program has hosted Luis Rodriguez, an accomplished writer and poet, to conduct a workshop that addresses the complex but vital issues of race, class, culture, and gender through dialogue, story, poetry, and art. He also discusses the need further to pursue the educational goals students have developed. His book *Always Running*, which earned a Carl Sandburg Literary Award and was designated a New York Times Notable Book, was read by the Summer Bridge students.

Disabled Student Program and Services (DSPS) works with campus leaders (students, staff, faculty, and administrators) to conduct an annual Disability Awareness Month. Workshops for faculty are provided to assist them in better teaching and in providing accommodations for their students. These sessions are also conducted during Faculty Flex Day programs. Movies and guest speakers are also hosted, along with experiential opportunities for all staff and students to attempt to move about the hilly campus in a wheel chair, find their way blindfolded, and communicate without spoken voice. DSPS is also invited by individual faculty members to speak about their services during class time.

The Student Equity Committee serves as a continuous monitor of the college's progress in providing student equity. The Student Equity Plan also serves as a road map in making improvements for diverse groups of students on campus. The goal is to measure any appreciable, positive changes in student success for disaggregated groups of students (ethnicity, disability, age) as well as to provide direction and suggestions to the college on ways to improve access and success for students in meeting their educational goals.

### II.A.3.c. Self-Evaluation

Mt. SAC provides students with many opportunities to learn about and demonstrate their knowledge of what it means to be an ethical human being and effective citizen. The GEOs are one opportunity that the faculty have to assess students' learning in this area and it

is recommended that the Outcomes Committee re-examine the scope of the GEOs to reflect on how well they can demonstrate student's understanding of what it means to be an ethical human being and an effective citizen. It is through these diverse opportunities that the college is acknowledging the varied needs of the students in this area.

The college meets the standard.

### II.A.3.c. Planning Agenda

The college is confident in its current efforts and directions in helping students recognize what it means to be an ethical human being and an effective citizen. As the current planning endeavors include the GEO plan and the Outcomes Committee's oversight of GEOs, the college's planning processes are working well so, there is no need for new planning efforts.

### II.A.4.

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### II.A.4. Descriptive Summary

The college has well-developed programs and degrees. The structure of each degree includes General Education and Physical Well-Being requirements and reading and math competencies, along with core courses representing either an occupational major or an academic area of emphasis. Faculty are responsible for ensuring quality, purposeful degrees, for proposing new areas of study, and for initiating modifications to reflect changes in either the occupational field or the area of emphasis. In 2007 to 2008 changes were made to the Associate in Arts degrees to strengthen the core requirements and to reflect a focused area of study. This process was completed with a high-level of faculty involvement, using workshops and departmental meetings to refine the degrees. During the review and analysis process, the faculty separated the four broad degrees into eleven cohesive degrees with areas of emphasis and recommended the addition of four

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additional areas of emphasis. All degree changes were faculty-driven and were unanimously approved by the Academic Senate. Faculty involvement in the degree review process resulted in a review model that includes workshops, cross-discipline participation, and campus-wide participation. The review model was formalized and approved by the Academic Senate in spring 2009.

Associate of Science degrees in the Career and Technical Education areas have specific course requirements related to the occupational area. Faculty experts in conjunction with Advisory Committees review, at a minimum of once a year, the relevancy of the course requirements and make recommendations for changes.

The Educational Design Committee is responsible for review and oversight of all degrees. The Committee reviews the degrees for scope, for cohesion, and for focus. The review also focuses on the relationship of the degree to the college mission.

#### II.A.4. Self-Evaluation

Degrees in the Career and Technical Education areas adhere to well-defined review and evaluation processes. The addition and refinement of the areas of emphasis resulted in a plan that includes not only a four-year review process, but also a mechanism to integrate newly developed courses into the degrees. An area that should be strengthened is the initiation, analysis, and development of new areas of emphasis. The college will explore extending the newly adopted review process to include workshops for exploring proposals and ideas for new areas of emphasis.

The college meets the standard.

#### II.A.4. Planning Agenda

The college is confident in its current efforts and directions in its degree programs including a focused study in at least one area of inquiry or in an established interdisciplinary core area. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.5

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

#### II.A.5 Descriptive Summary

Curriculum is developed and modified to comply with licensing requirements, with changes in regulations, and with mandates from external agencies. Course and program modification is given high priority during the review process expeditiously to reflect external curricular mandates, to document the changes in the College Catalog, and to inform students of the licensure or certification changes. All college publications are reviewed and evaluated by the Curriculum Specialist to ensure accurate and up-to-date information concerning changes in licensure and certification.

The following programs prepare their students for external examinations recognized by their industry or required for employment:

Nursing, Aviation Maintenance, Aviation Science, Commercial Flight, Water Technology, Air Conditioning and Refrigeration, Electronics, Computer and Networking Technology, Psychiatric Technician, Respiratory Therapy, Radiology, Real Estate, Histotechnology, Sign Language, Fire Administration, Fitness Specialist, Personal Trainer, Educational Paraprofessional, Registered Veterinary Technology, and Welding.

Some of the external licensure examination pass rates are listed below.

National Council Licensure Exam for Registered Nurses				
	04–05	05–06	06–07	07–08
Pass Rate	85.7%	88.4%	95.1%	95.8%

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Name of Program	Licensure Exam Pass Rate 2008 to 2009
Psychiatric Technician	83%
Emergency Medical Services	100%
Aircraft Maintenance	100%
Respiratory Therapy	100%
Nursing	95.83%
Histotechnology	93%

## II.A.5 Self-Evaluation

Faculty collaboration with the Curriculum Liaison and Specialist allow time for sensitive changes to be quickly addressed. The current approval system successfully responded to externally mandated changes to the Real Estate Certificate (2008) requirements and technology changes that necessitated immediate changes in Radiology coursework (2007). The communication process, however, should be formalized.

Few programs have access to in-depth results of their third party examinations. As a result, CTE programs rarely use third party examinations to assess SLOs. When data is not available, student preparation is based on study guides made available through their industry or accreditation organization.

The college will use the current communication process alerting divisions and departments to submit courses for four-year review and also to remind faculty to submit course and program modifications required by external licensure and certification agencies. Furthermore, the college will include CTE programs with clearly stated competencies and licensure preparation programs, showing data for completion of programs, pass rates, and employment where available.

The college meets the standard.

## II.A.5 Planning Agenda

The college is confident in its current efforts and directions in tracking that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards. Students are also prepared for external licensure and certification examinations. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.6.

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

## II.A.6. Descriptive Summary

The College Catalog, available in print and on the web, is the primary tool for disseminating information concerning degrees, certificates, and courses to students (See *College Catalog*). During the curriculum review, the College Catalog is referenced to ensure that interconnecting relationships affected by course, by degree, and by certificate modifications and additions are up-to-date and changed as necessary. Questions regarding catalog content are referred to the faculty for verification. Changes in degrees and in certificates are then incorporated in the College Catalog by the Curriculum Specialist. A technical review for accuracy is also completed during all stages of catalog production.

The official course outlines of record are available on the public website through WebCMS, a course management system (See *WebCMS*). All components of approved courses are available for review. The information is comprehensive and inclusive. Accuracy of

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the data is the responsibility of the Curriculum Liaison and the Curriculum Specialist in collaboration with the faculty.

The expected student learning outcomes for degrees and certificates are embedded within the descriptions. Faculty are required to submit a syllabus to the division office during the first two weeks of a term. All students receive a course syllabus containing measureable objectives based on the official course outline of record. Students also receive information on the student learning outcomes whether they see them printed on the syllabus directly or whether they see printed information for how and where to find them indicated. The external sources could include but are not limited to the department's web page or the portal area for employees and students (See *MyPortal*; *SLO Web page Student Learning Outcomes newsletters, progress reports, and white papers—Spotlight Newsletter—May 2009*). The portal area contains the student learning outcomes work of the faculty members for all courses. In all cases, the student learning objectives are consistent with those in the college's officially approved course outline.

The college's transfer policies are also located in the catalog. The policies are based on the mandates of the transferring institutions and are guided by an articulation process with those transfer institutions. More information about transferring can be found at the Transfer Center's website (See *Transfer Center*). The Transfer Center's website helps students with transfer preparation to a college or university of their choice. In addition, Mt. SAC's Counseling Services provides students with information about transfer admissions, about general education, and about major preparation for the colleges and universities many of the Mt. SAC students select as their transfer institutions (See *Counseling Services*). The Transfer Center provides a variety of transfer services, activities, and events further to assist students in the transfer process and to explain transfer policies. One such service is a listserv which is utilized in part to communicate transfer policies, procedures, and updates to students.

## II.A.6. Self-Evaluation

The College Catalog is a comprehensive, well-maintained document that is readily accessible to students in paper format, on the College's website, and on WebCMS, which contains additional course information and is easily accessible. The college will increase the visibility of the course outlines of record through WebCMS by adding links to the public version of WebCMS at strategic locations on the college website and Luminis portal.

The college meets the standard.

## II.A.6. Planning Agenda

The college is confident in its current efforts and directions in providing students and prospective students with clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, their content, their course requirements, and their expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.6.a.

**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.**

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### II.A.6.a. Descriptive Summary

Faculty has primary responsibility for evaluating courses for general education, for articulation, and for baccalaureate status recommendations. Faculty complete documentation supporting their requests and forward the information to the Articulation Officer and Articulation Specialist for assistance and advice. Once formally submitted, the Educational Design Subcommittee on General Education and Transfer Issues, which includes the Articulation Officer, Articulation Specialist, Curriculum Liaison, and Curriculum Specialist, take action on the faculty recommendations. The Subcommittee, after a review of the faculty proposal, assigns course baccalaureate-level status and submits articulation and general education requests to the California State University and the University of California. The Subcommittee also recommends courses they deem appropriate for articulation and further responds to requests from four-year granting institutions for course submission for baccalaureate status, general education designation, and course-to-course articulation.

Articulation concerns that arise during the review process are discussed and resolved at Educational Design Committee meetings. A report of actions is maintained for all courses reviewed during a school year and reported to the Educational Design Committee, the Curriculum and Instruction Council, and the Academic Senate as an informational item. Articulation agreements, baccalaureate status, and general education designation are recorded in the course outline of record and in the College Catalog.

The College Catalog details the transfer-of-credit policy defined as "Acceptance of Domestic Coursework from Accredited Colleges and Universities in the United States." Admissions Office staff that are charged with evaluating transcripts are trained to stay current with what is acceptable for receipt as transfer credits. Any potential conflicts are referred to the administration for further review and determination of appropriateness of the transfer institution as well as of the course. Most scrutinized are online and correspondence

courses submitted from institutions outside the state of California. Once approved, the student's credits are posted onto the student's Mt. SAC transcript, and documents are imaged and stored.

### II.A.6.a. Self-Evaluation

The determination of baccalaureate status, submission for general education designation, and course-to-course articulation is well-developed. Appropriate courses are evaluated and submitted by the faculty, submission deadlines are met, and information is disseminated to the student through the College Catalog and to the entire faculty through the Committee/Council Reporting Structure.

The college meets the standard.

### II.A.6.a. Planning Agenda

The college is confident in its current efforts and directions in producing opportunities for students clearly to understand its stated transfer-of-credit policies. Mt. SAC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Articulation agreements are in place between institutions that the college's students typically use for transfer. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.6.b.

**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.**

### II.A.6.b. Descriptive Summary

Students have catalog rights for programs if they have been continuously enrolled during spring and fall semesters. Students have the option of fulfilling the requirements of either the current catalog year or the catalog requirements for the year they entered the

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college. If a program is discontinued or significantly changed or a course in a program is no longer available, faculty and counselors assist the student, identify a substitute course, and authorize a variance for the course substitution.

Inactivated courses are removed from all affected majors and certificates, and all references to the inactivated course are removed from the College Catalog as part of the inactivation process. Advisory minutes are requested in support for removal of the course, and documentation of the inactivation is retained as part of the course history. The course history information resides in the Instruction Office.

The processes for program elimination are delineated in Administrative Procedure 4021, *At Risk Programs and Program Discontinuance*, which lists two components: the process for identification of an "At Risk" Program and the process for termination of the program (See *Administrative Procedures—4021*).

Identification of an "At Risk" Program:

- A. **Identification of "At Risk" Program:** After a program has received Chancellor's Office approval, the yearly program review, prepared by program faculty, will present key information about the program's progress. Program review may indicate, based on trend data and other relevant information, that the program may be "at risk." Other indicators not included in the program review may also precipitate determining that a program is "at risk." "At risk" means that the program's student enrollment, certificates awarded, student transfer, job placement, student retention and/or student success has either not met expected goals or has diminished over time.
- B. **Evaluation:** Key faculty involved in the program and Division leadership will review the program's annual review reports and gather information to determine causes and possible solutions. The program's advisory committee, the program's students, and employers in the workforce are among the groups that will be surveyed. Appropriate faculty and management

representatives will design an intervention plan for review by the Academic Mutual Agreement Council (AMAC) and appropriate Associations.

- C. **Develop Plan:** The intervention plan may include, but is not limited to, the following strategies:
  - > Recruitment activities
  - > Cooperative ventures with local employers, transfer institutions, and other community colleges
  - > Enhanced career and academic counseling
  - > Adjustment of course scheduling
  - > Analysis of program demographics

The plan will also include the timeline and budget necessary to carry out the identified strategies and to meet the designated deadlines. Additionally, the plan will address how students, faculty, and staff currently involved in the program will be reassigned should a program be discontinued.

- D. **Implementation:** Key faculty and other appropriate college personnel will execute the intervention plan and provide a progress report following the designated time period. If it is determined that the program should be discontinued, the termination phase will begin.

Process for Termination of a Program:

- A. **Identification and Evaluation:** Key faculty and college personnel will review the findings of the progress made with the intervention plan. This committee, in conjunction with AMAC, will make a recommendation as to whether a program will be terminated.
- B. **Develop Plan:** If the evaluating team determines that the program should be terminated, it would recommend a final plan for notifying and accommodating students currently in the program. The plan will also describe where faculty and staff would be relocated and/or retrained.
- C. **Implementation:** If a program will be discontinued, the plan for accommodating students, faculty, and staff will be set in place. After approval by the Board of Trustees, the Chancellor's Office of the California Community Colleges will be advised.

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## II.A.6.b. Self-Evaluation

The college regularly reevaluates its Administrative Procedures to ensure that it has a valid representation of the true nature of the procedure. When programs are eliminated or program requirements are significantly changed, Mt. SAC makes arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The college meets the standard.

## II.A.6.b. Planning Agenda

The college is confident in its current efforts and directions in its program elimination processes. The college is also confident that its processes for making major changes to program requirements are logical and have minimal impact on enrolled students. In all cases, Mt. SAC makes sure that students may complete their education in a timely manner with a minimum of disruption. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.6.c.

**The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

## II.A.6.c. Descriptive Summary

Whether through a College Catalog, a Schedule of Classes, a program brochure, or a web page, Mt. SAC makes every effort to represent itself clearly, accurately, and consistently to prospective and current students. This is accomplished through a coordinated effort to ensure that the materials are well written, content rich, and graphically appealing with images reflecting the cultural diversity of the campus and of the broader community. Members of the Instruction

and Student Services teams regularly review the catalog and Schedule of Classes prior to printing. Program and service providers assure accuracy and clarity of the content narrative sections by reviewing for a minimum of two to three drafts prior to each publication deadline. Alternative formats (e.g., Braille, enlarged text, e-text, etc.) are always available to serve students with print disabilities. Various other student publications such as: The Student Orientation Handbook, Student Recruitment Viewbook, Student Services Guide, and Student Handbook are regularly reviewed and updated for accuracy by the appropriate Student Services administrators, faculty, and staff.

The College Catalog details the transfer-of-credit policy defined as "Acceptance of Domestic Coursework from Accredited Colleges and Universities in the United States." Admissions and Records Office staff that are charged with evaluating transcripts are trained to stay current with what is acceptable for receipt as transfer credits. Any potential conflicts are referred to the administration for further review and determination of appropriateness of the transfer institution as well as of the course. Most scrutinized are online and correspondence courses submitted from institutions outside the state of California. Once approved, the student's credits are posted onto the student's Mt. SAC transcript, and documents are imaged and stored.

Mt. SAC practices a process of mandatory orientation for all new, non-exempt students. As part of this process, students are provided with a free copy of the College Catalog, a Schedule of Classes, and an Orientation Handbook which describe college policies and procedures, requirements for certificates and graduation, guidelines for transfer, and counseling tools. Articulation agreements are maintained in the Counseling Department and delineate the courses students will need to be accepted to transfer as well as what courses will be accepted by the four-year college or university.

Student Services administrators, faculty, and staff stay current on the acceptability of transfer credits through their involvement and participation in the Transfer Center Directors' Association, the South Coast Higher

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Education Council, and regional articulation meetings. Counselors and advisors are constantly being trained and updated regarding the most recent changes and trends in transfer course acceptance policies.

The articulation officer and the articulation specialist participate in the college's Curriculum and Instruction Council. This process enables all constituencies across the campus to review and mutually to agree upon the categorization of courses as acceptable for transfer as an elective or in meeting Intersegmental General Education Transfer Curriculum (IGETC) and/or California State University (CSU) certification. The articulation staff members, including counselors and advisors, also meet individually with faculty and departments to upgrade their knowledge about changes and trends in accepting of community college courses for university transfer.

Regarding electronic formats, the Marketing and Public Affairs Department maintains the homepages of Mt. SAC's public and employee websites. Information is regularly updated to ensure content is kept fresh and that campus activities and important announcements are promoted in a timely manner. Generic areas of the college's websites are reviewed as time permits. Historically, content updates by departments and academic divisions have been channeled directly to the Web staff (part of the Informational Technology Department) for posting. To speed up the process for updating content and posting new information and to provide departments more local control, the college has examined the benefits and efficiency of a content management tool. A pilot program was implemented in 2009, utilizing OmniUpdate software. Based on favorable results of the pilot, the college decided to implement this more efficient content management system, which now enables department content managers to post revisions and updates themselves. This has reduced a tremendous burden for the Web Team, which now can focus more on website design and homepage updating.

The college's Board Policies and Administrative Procedures have undergone a complete update with ongoing refinement of the college's review process.

Each proposed new or revised policy/procedure has a tracking sheet (i.e., Change in Administrative Procedure or Board Policy-Transmission Cover Sheet) attached to the document to record what constituency groups have approved the item and where they are in the process. The Board Policies and Administrative Procedures are reviewed regularly as updates are received from the Community College League Office. Once updates receive final approval, they are communicated to the college at large through campus-wide email and posted online (See *Board Policies; Administrative Procedures*).

The Marketing and Public Affairs Department works closely with a number of other offices across the college campus to prepare several community and staff-focused publications in an ongoing effort to strengthen internal and external communication. Much of the data needed for these print and online publications—such as student enrollment, student demographic profiles, transfer student data—is provided by the Research and Institutional Effectiveness Department. The college's Annual Report, Campus Connection, Community Connection, This Is Mt. SAC (generic college booklet), Student Services Guide, and the college's construction bond program annual report are examples of such publications (See *Campus Connection; Community Connection; Employee News and Info*). Additionally, the college responds to information requests from the legal counsel division of the Chancellor's Office.

Since the last accreditation review, Mt. SAC has made significant progress in communicating more effectively with its key internal and external constituencies as well as its multicultural/multilingual market. The college has developed strategies and broadened its reach to communicate its core mission and to market the value, the benefits, and the availability of academic programs.

Across the college, Mt. SAC has strengthened its internal efforts to communicate more frequently and more effectively with faculty and staff by revamping its employee newsletter (Mt. SAC Campus Connection), by establishing an employee (Intranet) website, by conducting informational forums, and by disseminating regular online updates on a wide range of campus issues by the President.

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To strengthen communication and ties with the broader community, Mt. SAC has established a dedicated public affairs function. The principal objective is to optimize the new media to promote student success and achievement, to publicize course and program opportunities and essential admission/registration information, and continually to inform business, community, and legislative leaders of the college's mission and accomplishments.

In 2009, the college completed an independent comprehensive market assessment, conducted by the Clarus Corporation, which specializes in community college marketing and communication. The two-year study explored and evaluated Mt. SAC's marketing and communication efforts, the "student experience" at Mt. SAC, and the perceptions of the institution from the perspectives of students, employees, and prospective students and their parents, as well as local employers and community leaders. Details of the study findings and recommendations are available at the accreditation website (See *Clarus Studies*).

One of the Clarus study recommendations is to reevaluate the college's methods of producing class schedule information. From 2006 to 2008, Mt. SAC published seven schedules of classes (summer/fall/winter/spring schedules for credit/noncredit classes, and summer/fall/spring schedules for fee-based). This format was based on student focus group feedback, which underscored the need to make course and program information more readily accessible and searchable. Thus, the general class schedule included only credit, noncredit, and basic skills courses and programs. Alternately, a separate series of schedules was produced listing all fee-based professional development, career, and recreational classes. To foster access, some 250,000 copies of these schedules were distributed each term on campus and in the community, including public venues such as local libraries. Static PDF pages of the schedules are posted online and updated regularly to reflect ongoing changes. Ongoing staff critiques and evaluations were routinely conducted after the publishing of each schedule (See *Schedule of Classes*).

A major shift in schedule production and distribution occurred in 2009, when the college implemented the student registration component of its Banner enterprise information system. The new online schedule is more robust and interactive, providing students with a real-time accounting of available seats in each class. With this online schedule feature, the college substantially scaled back the number of printed schedules by eliminating community distribution except for libraries. Instead, the college now sends direct mailers locally each term, promoting the new online version of the class schedules, as well as their convenience and 24/7 accessibility. The mailers also notify residents of registration dates and featured course offerings.

### II.A.6.c. Self-Evaluation

The Clarus study noted that the college is representing itself clearly and accurately to its current and future students and the public and its employees. A regular review of the college's policies, procedures, and publications evaluates how well the college is adhering to its mission and the programs and services that are derived from its mission statement.

Following an independent comprehensive market assessment, the college is revamping its website to enable site visitors to find matriculation and course/degree/transfer information faster and more directly. This was identified as a key area of focus for the college in response to the young generation of prospective students who prefer to search for college information and interact with colleges online. Ongoing website efforts include an examination of policies and procedures across publications.

The establishment of the Luminis Portal with implementation of Banner Student enables the college to communicate in a more focused and timely manner with students and personnel regarding requirements, deadlines, and college policies. This interactive portal allows students and employees to receive "targeted messages" that can be designed to speak to any number of topics that help students navigate the sometimes confusing litany of campus policies and procedures (e.g., changes in graduation requirements, residency

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reclassification deadlines, fee increases, scholarship opportunities, etc.). The campus' use of the electronic medium also extends to the general public. Interested persons are able to view "real-time" searches of class offerings to determine if/when a desired course is being offered and whether or not the class is full.

The college meets the standard.

### II.A.6.c Planning Agenda

The college is confident in its current efforts and directions in representing itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. Mt. SAC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, its programs, and its services. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.7.

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### II.A.7. Descriptive Summary

The Board of Trustees has established clearly its position on academic freedom and responsibility of the college on behalf of the community in its Board Policy 4030 (adopted May 26, 2004) which reads:

"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."

Furthermore, Administrative Procedure 4030 specifically addresses the college's position on freedom for the faculty in teaching and learning:

"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. No evaluation shall be made of any professor based on the exercise of these freedoms. In the exercise of this right, 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 Catalog (published annually and available on the college website) contains the college's policy on Academic Honesty regularly. It reads as follows:

"All members of the academic community have a responsibility to ensure that scholastic honesty is maintained. Faculty has 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.

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Honesty is primarily the responsibility of each student. The college considers cheating to be a voluntary act for which there may be a reason, but for which there is no acceptable excuse. It is important to understand that collaborative learning is considered cheating unless specifically allowed for by the professor." (See *College Catalog 2009–2010*, p. 248)

Consequences for any act of cheating, plagiarism, or other acts of academic dishonesty are covered by Board Policy 5500 Standards of Conduct and published annually in the College Catalog, the Student Handbook, and the College Schedule of Classes.

Finally, Mt. San Antonio College formally establishes the role of the faculty in its participatory governance policies. Board Policy 3255, Participation in Local Decision Making, makes explicit the college's commitment to faculty responsibility for the college curriculum and educational program development. It states:

"In adherence to Title 5, Subchapter 2, Academic Senates, Sections 53200–53204, the Board of Trustees and the college President will rely primarily upon the faculty, acting through its Senate, in the following academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Policies for faculty professional development activities."

## II.A.7. Self-Evaluation

The college uses a cyclical evaluation process to ensure it is adhering to and updating its policies and procedures. Academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews are outlined in several of its policies and procedures and are available via many

public means including the college's website and paper publications.

The college meets the standard.

## II.A.7. Planning Agenda

The college is confident in its current efforts and directions. In order to assure the academic integrity of the teaching–learning process, Mt. SAC uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. It is through these policies that the college indicates its commitment to the free pursuit and dissemination of knowledge. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.7.a.

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

### II.A.7.a. Descriptive Summary

The Faculty Agreement establishes very clearly the "Teaching Faculty Performance Expectancies" for the faculty. 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. Most particularly pertaining to codes of conduct and attendant responsibilities of the faculty, the Agreement contains these expectancies (See *Agreement—Mt. San Antonio College District and Faculty Association*):

#### 18.B. Teaching Faculty Performance Expectancies:

Upon employment at Mt. San Antonio College, on the premise that the college exists for the educational welfare of students, a member of the faculty unequivocally accepts the following professional responsibilities: [partial listing pertaining to academic integrity, freedom, and responsibility]:

18.B.3. To develop and utilize effective pedagogical techniques in order to enhance the

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

communication of ideas and promote optimal student learning, critical thinking, and performance skills.

- 18.B.4. To cooperate with the department and colleagues in planning and implementing curricular and other educational projects.
- 18.B.5. To teach subject matter in his/her areas of competence and in compliance with the current course outline.
- 18.B.6. To adhere to ethical principles governing interactions with students and colleagues.

Academic administrators and department chairs investigate any student complaints brought forward regarding a faculty member who may be presenting information in the classroom setting with personal bias rather than with teaching professional accepted views in particular disciplines. The report brought by the student is recorded on Appendix J, Documentation of Student Complaint, in the Faculty Agreement. In these cases, the faculty member is given the opportunity to listen to the particular complaints and address the student's concerns.

### II.A.7.a. Self-Evaluation

The college has a procedure for letting faculty know that they are to distinguish between personal conviction and professionally accepted views in a discipline while they are employed at the college. As such, faculty members are required to present data and information fairly and objectively so as to allow students to use critical thinking to make their own conclusions on the topic.

The college meets the standard.

### II.A.7.a. Planning Agenda

The college is confident in its current efforts and directions in providing opportunities for and having an institutional commitment for faculty distinguishing between personal conviction and professionally accepted views in a discipline. The college advocates for and faculty do present data and information fairly and objectively. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.7.b.

**The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

### II.A.7.b. Descriptive Summary

The Student Academic Honesty Policy is found in Board Policy 4290 and in Administrative Procedure 4290, the College Catalog, and the student handbook.

Violations of the Academic Honesty policy are tied to the college's Student Code of Conduct: **"12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty"**. This information is included in the college's new student orientation, as well as the Student Handbook that is annually disseminated to all students. Students who are accused of cheating or plagiarism are referred for review and action through the student discipline procedure. Student Services staff work with faculty and students in determining disciplinary action. Students who are found to have violated these policies are routinely required to complete the "Character Counts" workshop as part of any disciplinary action rendered. Faculty are provided with language to include in their syllabi regarding cheating and plagiarism. Additionally, Student Services staff provides presentations on student discipline, including academic honesty, at Faculty Flex Day meetings (See *Flex Day*). The Academic Integrity Task Force is working to create a student Honor Code that encourages a campus wide culture that demonstrates a strict adherence to academic honesty for any act of cheating, plagiarism, or other types of academic dishonesty.

### II.A.7.b. Self-Evaluation

Mt. SAC establishes and publishes its clear expectations concerning student academic honesty and the consequences for dishonesty. This information is documented in more than one place to allow students the opportunity to review it and adhere to its spirit.

The college meets the standard.

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## II.A.7.b. Planning Agenda

The college is confident in its current efforts and directions concerning student academic honesty and the consequences for dishonesty. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.A.7.c.

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

Administrative Procedure 3720 Computer and Network Use: This Administrative Procedure establishes a code of conduct for all staff, faculty, and administrators for ethical and professional use of the college's electronic communication system. All new employees are required to read the language of the code of conduct and sign a statement at the time of hire that they agree to comply with the electronic use policy (See *Administrative Procedures*).

Board Policy 5500 Standards of Conduct and Administrative Procedure 5520 Student Discipline Procedures define the college's policy and procedures related to student discipline. Board Policy 5550 and Administrative Procedure 5550 detail Freedom of Expression rights of students and other individuals. Administrative Procedure 5530 Students Rights and Grievances details student rights related to academic and non academic grievances and discrimination complaints. This information is published in the College Catalog and the student handbook.

The Faculty Agreement (July 2008-June 2011) establishes very clearly 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 (See *Agreement—Mt. San Antonio College District and Faculty Association*):

### 18.B. Teaching Faculty Performance Expectancies:

Upon employment at Mt. San Antonio College, on the premise that the college exists for the educational welfare of students, a member of the faculty unequivocally accepts the following professional responsibilities:

- 18.B.1. To be thorough in preparation for all class assignments.
- 18.B.2. To be regularly involved in staff and professional development activities in order to increase personal expertise in both subject matter and teaching techniques.
- 18.B.3. 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.
- 18.B.4. To cooperate with the department and colleagues in planning and implementing curricular and other educational projects.
- 18.B.5. To teach subject matter in his/her areas of competence and in compliance with the current course outline.
- 18.B.6. To adhere to ethical principles governing interactions with students and colleagues.
- 18.B.7. To be prompt and regular in attendance at all class meetings and adhere to scheduled dismissal times.
- 18.B.8. To be prompt and regular in attendance at all department, committee, and college-wide meetings.
- 18.B.9. To prepare all records and reports accurately and completely.
- 18.B.10. To submit records and reports to the proper offices within established deadlines.
- 18.B.11. To be involved reasonably in the total program of the college, (for example, college-wide committees, meetings, and student activities).
- 18.B.12. To keep scheduled office hours and to fulfill adjunct obligations as to presence on campus.

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- 18.B.13. To cultivate a supportive environment for the students.
- 18.B.14. To be reasonably accessible to students.
- 18.B.15. To adhere to all faculty evaluation procedures and timelines.

Expectancies are also identified for Special Assignments/Coaching Performance (18.C.), Counseling Faculty Performance (18.D.), Librarian Performance (18.E.), and Department Chair Performance (18.F.).

Employees and students are informed of updates to, or changes in, the policies and procedures through many means: handbooks, catalog, Board of Trustee's public meetings, and campus email and website. Changes in policies and procedures are also brought to President's Advisory Council (PAC), a participatory governance committee, to be reviewed, to be discussed, and a recommendation to be made to the President to take them to the Board of Trustees for the public review and final adoption.

### II.A.7.c. Self-Evaluation

The tracking of the changes and review process is being done in the Instruction Team office. It is clear that this tracking system is working well at providing a systematic and evaluative process for monitoring changes to the policies and procedures.

The college meets the standard.

### II.A.7.c. Planning Agenda

The college is confident in its current efforts and directions in its code of conduct and beliefs or worldviews for its employees and students. The college provides many opportunities for these to be reviewed whether it be via the catalog, handbook, a campus email announcement about an updated or adopted policy, and/or via the Board of Trustee's public meeting agendas and minutes. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.A.8.

**Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**This standard is not applicable to Mt. SAC.**

### II.B. Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

### II.B. Descriptive Summary

The college mission is to serve and support all students in achieving their personal, educational, and career goals in an environment of academic excellence, and Student Services at Mt. SAC actively pursues that mission. The cornerstone of Mt. San Antonio College's student support services is based on a philosophy of access, inclusion, and success. The mission of Student Services is "Through teamwork, passion and collective experiences, Student Services is dedicated to helping and serving students achieve excellence and success." Student Services uses an APS (Access, Participation, Progress, Persistence, and Success) model for encapsulating all that it does for students, and it is related to goal setting and student learning outcomes (See *SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers—Spotlight Newsletter, September 2009*).

The college commits substantial resources toward efforts at recruiting and admitting diverse students who

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are able to benefit from the instructional and support services programs. A staff of 6.5 outreach specialists leads the way in providing access services to over 40 local, feeder high schools. The recruitment process is coordinated with Financial Aid and other student services programs in order to provide students with access to the full array of services available to them.

The college's comprehensive outreach program consists of direct contact with high school principals, counselors, superintendents, and board members as well as direct contact with students, parents, and family members. Annually, high school counselors participate in the High School Counselors Conference hosted during the fall semester. Presentation topics are based on the direct feedback received from high school counselors and range from special admission procedures to understanding the rubric of placement testing. The college President hosts a yearly dinner for local superintendents and school board members. This provides the college an opportunity to share pertinent information about the college with key stakeholders in K-12 education and to learn of concerns from local education leaders. Principals and superintendents receive data reports from the college that delineate the status of recent graduates who enrolled at the college, particularly their assessment results. Receiving this feedback in the form of a data driven report has been lauded as distinguishing Mt. San Antonio College from other colleges.

High school outreach staff routinely visit local feeder high schools and meet directly with students and counselors, frequently making classroom presentations. Staff members attend local college fairs as well as other special events. Financial aid staff members make presentations to students and parents, upon request, in both English and Spanish. High School Outreach, Financial Aid, DSPS, EOPS, and Bridge (learning communities) staff coordinate their outreach efforts. High School Outreach staff members facilitate students' attendance at the Cash for College Financial Aid application assistance event.

High School Outreach staff members also coordinate the recruitment process for the Bridge program. For

summer 2009, close to 1,000 students applied for the Summer Bridge Program, of which 332 students were accepted and enrolled in the program. The goal is to have a high percentage of students from local feeder high schools fully prepared to enter college by having completed their financial aid applications and enrolling in the Summer Bridge program (a learning community)—all prior to the start of their first, full, fall semester. Over half of the Summer Bridge students have completed the FAFSA and/or BOGW prior to beginning the summer program. Students receive direct assistance for completing financial aid applications so that they are in line to receive a financial aid check the first week of the fall semester.

An effective tool in obtaining critical information about the needs of the college's students is obtained through a survey of new students. First time students enrolling at the college are given the Cooperative Institutional Research Program's (CIRP) Freshman Survey. Over 1,000 first time freshmen students complete this survey with results reviewed by the Student Preparation and Success Council. Twenty additional institutional questions are also utilized to gather more specific information about students' background and current status, study patterns, concerns, and needs (See *Mt. SAC Fact Book—Student Background and Perceptions—A Six-Year Comparison (2001-2005 & 2007)*).

## II.B. Self-Evaluation

High School Outreach reports show that the number of contacts and number of students enrolling from local feeder high schools, especially through the Connect 4 program, continues to grow. All high school matriculants are processed through a program effort called Connect 4. This program provides for students to: 1) apply to the college; 2) complete placement testing at their high schools; 3) attend orientation and; 4) receive early registration at the college. The success of this program is documented through the increase in the number of students completing Connect 4 and enrolling as full time students. Additionally, a yield factor is calculated that measures the percentage of high school graduates who enroll at Mt. SAC out of the

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entire pool of "community college eligible" students. These are students who have not completed the a-g pattern and are not deemed "university bound." These requirements (a-g) denote categories of high school general education courses that provide students with the breadth of knowledge required to enter a four-year university. Almost 2,900 students have been invited to participate in the summer 2009 Connect 4 program.

Streamlining procedures and developing a comprehensive support process has enabled 332 students to enroll in the Summer Bridge program and another 1,200 students to receive priority registration by enrolling in fall semester courses. Because of the close coordination and collaboration, the majority of students transitioning from high school to college have already filed their FAFSA and BOGW applications prior to enrolling at the college. This is critical as students will be packaged to receive financial assistance in a timely manner.

An annual review of placement test results informs the college as well as the high school staff as to the preparation of high school students for college level work in English, math, and reading. The college has continued to use a highly ordered process of basic skills prerequisites for degree applicable and transfer level courses. The result is that the majority of the college's courses have an English writing prerequisite level such that students are not able to enroll in these courses without having the required placement level or without having successfully completed the required basic skills course prerequisites.

Results from the CIRP Freshman Survey are compiled along year with comparisons across years. This has enabled both Student Services as well as the Student Preparation and Success Council, comprised of faculty and administrators, the opportunity to have an in-depth look at the background, the preparation levels, and the concerns of incoming freshmen students. This insight has enabled the college to clarify its focus in providing new student orientations, in further developing the new student welcome program, and in developing more purposeful interventions with freshmen students. Some of the key findings from the CIRP are:

- Similar to previous reports, a larger proportion of surveyed freshmen students reported needing help in clarifying their academic major and/or career goals.
- Entering college with lower levels of preparation and study skills continues to be the biggest concern for all surveyed freshmen and Bridge Students as reflected by multiple-year data.
- Over half of surveyed students named counseling and educational advisement as the support they most need from Mt. SAC, followed by financial aid and tutoring.
- Bridge students are more likely to seek advice from Mt. SAC faculty or staff with problems related to college. In contrast, the survey group at large is most likely to seek advice from their parents or relatives than from Mt. SAC faculty/staff.
- The percentage of students who report using the Mt. SAC website to search for admission and class information continues to increase; from 36.6% in 2003 to 56.5% in 2005 to 65.5% in 2007. Although the percentage of Mt. SAC Bridge students who report "never" using the website (23.8%) is higher than the overall group (13.5%) there appears to be more Bridge students' using the website now than in 2005 (e.g., 37.7% "never" in 2005 vs. 23.8% "never" in 2007).

In addition to the annual Planning for Institutional Effectiveness (PIE) conducted by each Student Services Department and the Annual PIE Summary for Student Services, the college underwent a Student Services Site Visit in March of 2009. A "Categorical Programs Self-Evaluation" was completed in November of 2008 that detailed:

- College wide Student Services Integration and Coordination
- Program Specific Self-Evaluations of Matriculation, DSPS, EOPS/CARE, and CalWORKs
- Access, Progress, and Academic Success Data for a three-year period

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Program data from 2006–07 revealed that:

- Matriculating credit students persist at a higher rate between fall to spring (75%) compared to the overall student population (63%).
- Matriculating ESL (American Language) students succeeded in AmLa (American Language) courses at a rate of 79% versus 66% for the overall American Language student population—a difference of 13%
- DSPS students persist from fall to spring and to the following fall at much higher rates (74%) than the general student population (63%).
- EOPS students persist at a higher rate than all other groups (82%) from fall to spring.
- EOPS students completed degree applicable course at a higher rate (71%) than the general student population (66%).

Data has been gathered since the inception of Tech Prep to measure effectiveness of articulation agreements between K-12 and the Community Colleges. The Tech Prep Articulation Program for Secondary Schools is a program in which secondary students request units for articulated courses which are comparable to courses

at Mt. SAC, per faculty/teacher agreements. Students must request a 2+2 Articulation Credit form from their High School and complete the Articulation Credit form which must be certified by the appropriate instructor from their school. At the conclusion of the course, students must submit the completed Articulation Credit form, application, and transcript (for Articulation Credit) to the Tech Prep office at Mt. San Antonio College to receive credit. Students seeking credit through the articulation process are required to take an exam. If the exam requirement has been satisfactorily met, the subject area department chair will complete the Request for Articulation Equivalency form. Students who are granted credit will receive an unofficial transcript. Articulation agreements and subject area competencies are updated annually. Tech Prep continues to increase the number of students completing their course of study in Career and Technical Education (CTE) programs at Mt. SAC. This process provides many students with the opportunity to view CTE programs and careers as honorable and lucrative options to pursuing a bachelor's degree.

	2003–04	2004–05	2005–06	2006–07	2007–08
<b># of Agreements</b>	69	115	120	187	224
<b># of Program Areas</b>	11	17	16	20	23
<b># of Secondary Instructors actively promoting articulation</b>	3	8	22	33	43
<b># of College Faculty who have articulated courses</b>	10	17	17	21	27
<b># of Student articulation request forms submitted</b>	65	137	460	927	973

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



It is recommended that the college develop a robust, ongoing research plan that tracks comparative persistence and success rates by various student cohorts on an annual basis. For example, students who participate in the Technology Preparation program should be tracked to determine their final academic outcomes.

The college meets the standard.

## II.B. Planning Agenda

The college is confident in its current efforts and directions in recruiting and admitting diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment using a cyclical research and evaluation process. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.1

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

#### II.B.1 Descriptive Summary

Student Services are located in five different campus locations, with four of the locations within close proximity to each other:

##### Student Services Center

- Admissions and Records
- Assessment
- EOPS
- CARE
- Cal WORKs
- DSPS

- High School Outreach
- Upward Bound
- Financial Aid
- Veterans
- Scholarships
- Counseling
- Career and Transfer Center
- Vice President's Office

##### Student Life Center

- Student Life

##### Student Services "Annex"

- Bridge Programs
- ASPIRE (African American Student Program Inspiring Responsibility for Education)
- ECHS (Early College High School)

##### Building 16D

- DSPS High Tech Center

##### Building 67B

- Student Health Center

Collectively, Student Services offers a wide array of services to students to provide access and a pathway to entering the college, support for matriculated students in persisting, making progress, and participating in the life of the college, and direction for students moving into career positions, graduating, and transferring. Distance Learning students are also supported with their service needs (See *Questions to Aid in the Evaluation of Distance Learning*).

Student Services has developed a comprehensive model to detail, coordinate, and evaluate services provided to students. This model also integrates the Student Services Student Learning Outcomes (SLOs) and Administrative Unit Objectives (AUOs) across the division. Over the past several years, Student Services staff, faculty, and managers have worked on developing the five components of the "APS" model and the goals attached to them.

- Access: Ensure that pathways are available and well-defined for students to pursue their educational goals

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- **Participation:** Provide avenues through which students can be involved in the life of the college
- **Progress:** Provide support for students to move toward reaching their goals
- **Persistence:** Enable students to complete each term and continue enrollment in subsequent terms
- **Success:** Empower students to attain their educational goals by gaining new skills, knowledge, and experiences

Annually, each Student Services program completes its Planning for Institutional Effectiveness (PIE). These are integrated into a summary report that is forwarded to the committee as well as to the President's Advisory Council. This is a working outcomes measurement and planning document in that major factors that are

impacting the various programs are identified along with goals, SLOs, AUOs, and needed resources. The PIE Summary is reviewed with all the Student Services managers on an ongoing basis.

The Student Services Vice-President's Summary for PIE details program accomplishments and future planning efforts cross-referenced by team goals and college goals.

As part of the PIE process, Student Services departments conduct assessments to assess the quality of services provided. The following table details some of the assessment measures used to determine things such as student satisfaction, student opinion, impact on students, effectiveness of a particular service, and increased knowledge of students:

Department	Assessment Method	Outcome Measurement
<b>Assessment</b>	Student satisfaction surveys regarding course placement based on placement tests in English writing, reading and math.	Used to measure test placement validity as well as student satisfaction.
<b>Assessment Counseling</b>	SARS call: automated calls to students to remind them of their appointments.	Increased "show" rates for appointments.
<b>Counseling</b>	Student satisfaction surveys completed upon conclusion of counseling appointment.	Used to measure students' satisfaction with the particular services they received.
<b>DSPS</b>	Student surveys regarding real time captioning.	Students provide impressions and feedback regarding real time captioning services.
<b>EOPS</b>	Student surveys regarding EOPS orientations.	Surveys will assess students' increased knowledge in navigating 11 critical areas.
<b>Health Center</b>	Student surveys following health education services.	Students will be assessed regarding knowledge of positive lifestyle choices after receiving health education services.

> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Student Services utilizes multiple methodologies to develop and to establish services and programs to address the unique attributes of the college's student population. Individual department evaluations, division-wide planning meetings, quantitative studies, program review (PIE), annual categorical reports, and college-wide plans such as the Student Equity Plan, the Equity for All report, and the Basic Skills plan are used to inform Student Services regarding the needs of the student population. The Cooperative Institutional Research Project (CIRP) survey of incoming freshmen students along with reports such as assessment (placement test) result trends and orientation surveys provide critical insight to understanding the incoming students.

Several key committees (Student Preparation and Success Council, Student Equity Committee, Assessment and Matriculation Committee) regularly examine data and reports to review issues and concerns related to diversity, equity, and student success. The Student Equity Committee examines data on student equity in terms of basic skills, disability, English as a second language, race/ethnicity, and gender on issues of access, course completion, and certificate and degree attainment (See *Student Equity Plan*). The Student Equity Committee uses the data to inform the campus community about the state of student success. An example of the group's use of results from its Student Equity Plan is the birth of programs such as the ASPIRE (African American Student Program Inspiring Responsibility for Education) program directly in response to the achievement gap of African American students, especially males, compared to their white and Asian counterparts. The Bridge Program (learning community), having celebrated its tenth anniversary on campus, doubled the number of students served in 2008 and 2009, thanks in part to the funding of a United States Department of Education Title V grant. Bridge Program participants continue to outperform their counterparts in non-learning communities courses in English by remarkable margins.

The ASPIRE program is a student support program aimed at addressing retention/persistence among

African-American and other students at Mt. San Antonio College. The ASPIRE program serves to assist students in achieving academic success through mentoring, academic progress monitoring, counseling, and advisement. ASPIRE has shown to be successful in developing a sense of community among African American students, other students, faculty, staff, and administrators. ASPIRE also offers learning communities that utilize culturally relevant curriculum for further academic retention, persistence, and success. More than 80 students actively participated in the ASPIRE program, and over 25 faculty, staff, and administrators serve as mentors for the ASPIRE program. The program is based on a mentoring program, in which ASPIRE mentors provide support to students on a one-to-one basis by informing them of academic, personal, career, and financial resources available to them on campus, thus helping them actively to engage within the campus community.

Efforts to create and sustain an institutional culture supportive of transfer have resulted in remarkable achievements related to the successful transfer of students. The large number of transferable courses and comprehensive transfer services Mt. SAC offers, as well as the number of students accepted for transfer, demonstrates the college's commitment to preparing students for transition to four-year institutions. Mt. SAC consistently sends some of the highest numbers of students to University of California (UC) and California State University (CSU) out of all community colleges. In addition, 83 percent of Mt. SAC students who applied for the University of California in fall 2008 were admitted. This exceeds the 81 percent admit rate for all California community colleges. Additionally, out of the 110 community colleges in the state of California, Mt. SAC ranked 6th in the numbers of transfers to UC and CSU combined, 11th in the number of transfers accepted to UC, and 2nd in the number of transfers accepted to CSU. Mt. SAC students are admitted to prestigious institutions such as UC Berkeley, UCLA, USC, Pitzer College, and NYU.

Re-Entry Services provide assistance to students returning to college who are 25+ years old, are single

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

parents, are homemakers, and are vocational majors. A learning community designed for the Re-Entry student consists of a Life Management course and a Single Parent Academy Class. Located within the EOPS/CARE/CalWORKs programs, Re-Entry students have quick access to a variety of support programs such as housing, child care, transportation, and on and off campus referrals.

Disabled Student Programs and Services (DSPS) provides specialized courses for disabled students. Additionally, an effort has begun to educate the campus about universal design—what it is and how it works. Universal Design is a philosophy that espouses the development of flexible environments so that all students benefit, regardless of college experience, program affiliation, academic preparation, cultural background, and ability, thereby minimizing the need for special accommodations. This is especially important as disabled students enroll in courses across the campus and instructional methods should be in place that support learning for a wide range of students, including those with particular disabilities.

Mt. SAC not only has successfully developed programs to meet the needs of its at-risk student population, but also it has integrated and expanded them to reach more students. Through the U.S. Department of Education Title V grant, the college created the Writing Center, increased learning communities, provided counseling to students on probation status, and improved student success, particularly among basic skills and Hispanic students. Additionally, Title V funded early alert pilots for students in basic skills composition courses to study the impact of intrusive, earlier interventions, including success workshops, counseling, tutoring, and peer advising.

Program-identified counselors are assigned to Career and Technical Education (CTE) programs and are introduced to all students in entry-level courses. Program-specific counselors help special populations identify their existing skills, develop a sustainable education plan, and refer them to other student support services that facilitate learning. In the college's VTEA

program improvement plan for 2007 to 2008, it granted funding for the following activities:

- Counselors are dedicated to specific CTE programs through the 5 year Perkins cycle to assist special populations through the processes of registration, financial aid, career placement and/or transfer, and student services.
- Program specific counselors provide in class presentations on the services offered through counseling, financial aid, EOPS, and other student services.
- Program specific counselors inform CTE students about access to career support services: work experience, internship, in-class presentations on job search, and entry into the industry.

Technology and Educational Resource Center (TERC) is a center for tutoring support that provides CTE students with personalized tutoring services that promote independent learning, academic confidence, and attainment of their educational goals. TERC supports the needs of special population students, English learners, and the general student population and is under the Technology and Health Division.

### *Continuing Education*

The Continuing Education Division recognizes the importance of providing students with a comprehensive system of support services to ensure student success. Many of the students served through its noncredit programs are there because they need additional or specialized support in order to improve their chances of academic or career success. Students wishing to enroll in Adult Basic Education, Short-Term Vocational, or ESL classes first complete required assessment and orientation processes prior to registering. Admissions, assessment, and orientation services take place at the program locations, enabling students to have an easy transition into classes in the same buildings. The location of noncredit student services within the programs also encourages students to access those services, since they are highly visible to students as they walk to class.

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Adult Diploma and General Education Development (GED) Completion student orientations are offered by appointment at the Adult Basic Education (ABE) Center. Students in the High School Referral program must be accompanied by parents at an orientation. All ABE orientations present the educational program requirements and provide one-on-one help for students to develop education plans. Orientations for new ESL students take place in the Language Center. New students receive assessment, orientation, and registration in a "one-stop" session; these are scheduled on the same day each week and are available several times throughout the day and evening. Students do not need an appointment and are served on a first-come basis. Orientation information is available in the multiple languages in print, on the web, and in person.

ESL and ABE programs use multiple measures of assessment to guide them in the process of accurate student placement. The ESL department chose to develop a Computer Adaptive Placement (CAP) instrument, the ESL CAP Test, that more accurately reflects the curriculum and program design of its population than standardized tests. This test was given probationary approval by the Chancellor's Office in 2003 and earned full approval in 2005. ESL faculty and students contribute to the test's ongoing expansion and validation processes. Currently, the department is reprogramming the test onto a different computer platform (from SQL to Windows) so that it can be more easily shared with other community colleges.

The following are some of the effective practices of ABE and ESL in the area of student support services:

- GED program created a distance learning program which is a combination of online learning and individual home study. A case management approach is utilized to track student progress.
- ABE counselors established a mentoring program which pairs noncredit students with credit mentors.
- The number of graduates from Adult High School Diploma Program increased from 25 in 2005 to 45-52 per year in 2006 through 2009. This is due to an increase in counseling and tutoring services supported by basic skills grant funding.
- Utilized a wrap-around approach to serving the displaced worker i.e., interdisciplinary team offering life skills, career development, orientation, EDD services and case management, career days, and stakeholder input on program improvement.
- Developed an ESL Database that includes basic demographic information such as educational and ethnic/language background as well as language learning goals. This database is updated by students themselves at the beginning of each term and has the capability to generate customized reports for program improvement (See *ESL Database Sample Report*).
- ESL CAP Test is a computer-adaptive placement test for new students in the noncredit program. It uses a branching model to assess incoming student's proficiency and make level recommendations along two dimensions: listening and reading. The mode of testing (using the computer instead of the more traditional paper-and-pencil format) and the authentic content of the items are more reflective of the noncredit ESL curriculum that students will be exposed to in class. Items are continuously developed, piloted, and evaluated by ESL instructors. As new items are added to the bank, they are analyzed for their validity, reliability, and bias per Assessment Guidelines posted by the Chancellor's Office (See *ESL Placement Test Renewal Report*).
- VESL Career Paths is a two-term program designed for advanced-level ESL students who are at a critical juncture of transfer to bridge successfully to credit or to pursue higher levels of employment. Students are registered in a set of courses as a cohort (i.e., group), much like a learning community, with three areas of focus: language, technology, and career exploration. VESL students recruit from within the advanced levels of ESL by hosting an annual VESL Open House (See *VESL Open House*).
- ESL Career Conference: Each spring term the counseling team coordinates a Career Conference for intermediate and advanced level ESL students. Guest speakers from the Mt. SAC community as well as local business and industry present

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information about various education and career opportunities that are in high demand (See *ESL Career Conference*).

- **ESL Scholarship:** The goal of the ESL Scholarship is to assist students who have transferred into credit courses and programs at Mt. SAC with financial support—e.g., textbooks, supplies, parking. Money is raised through a variety of activities including snack and used book sales. The scholarship committee is comprised of ESL faculty and staff; the events are coordinated by students and faculty. In general, three (3) scholarships in the amount of \$500 are granted to students who have already transitioned to credit and three (3) more to students who intend to do so in the next term and who will claim it once they have transitioned and registered in credit courses (See *ESL Scholarship*).

### II.B.1 Self-Evaluation

Mt. SAC assures the quality of its student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. Students are supported through numerous systems in Student Support Services. Successful course and program completion rates along with student satisfaction ratings are used to measure program effectiveness as well as goal attainment and planning for improvement purposes. An assessment cycle example is:

- **DSPS student learning outcome (SLO) for DSPS 30 Course (Academic Success Strategies for Students with Disabilities):** Students who successfully complete DSPS 30 will report using a wider variety of learning strategies and supports.
- **DSPS Assessment of the DSPS 30 SLO:** Survey results indicated that the strategies showing the most improvement were ones introduced through the mini-lecture techniques followed by group activity.
- **DSPS Planning Agenda for the DSPS 30 SLO:** Increase the use of the mini-lecture format. Re-write the DSPS 30 class from primarily a lab to primarily a lecture course.

Counseling and DSPS offer courses for credit and therefore complete course-level SLOs. Seventy-five percent of Counseling and DSPS courses have two SLOs per course.

Continuing Education Student Services realized the following successes:

- ABE enhanced the high school chemistry and biology class with 20% wet labs which are taking place in a state-of-the-art Natural Science Division physical science laboratory. This class meets the a-g, Cal State and UC life and physical science requirements.
- The number of graduates in the Adult HS Diploma Program increased from 25 in 2005 to 45–50 per year in 2006 through 2008. This is due to the increase in counseling and tutoring services in collaboration with the Research Department.

The college meets the standard.

### II.B.1 Planning Agenda

The college is confident in its current efforts and directions in assuring the quality of student support services, regardless of location or means of delivery. Mt. SAC also supports student learning and enhances achievement of the mission of the institution. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.2. and II.B.2.a.

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### a. General Information

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

- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

## II.B.2. and II.B.2.a. Descriptive Summary

Student Services staff work with other campus entities to include accurate information relevant to key policies and procedures, services, special programs, and critical dates in the College Catalog. The College Catalog is published once a year and becomes available during the summer for use by counselors during New Student Orientation. The catalogs are provided for free to students attending orientation. The Orientation Handbook, developed by the counseling faculty, is used during New Student Orientations. The Student Handbook is distributed to both new and continuing students throughout the year—especially at the beginning of the fall and spring terms. The College Catalog and the College Schedule of Classes contain required information as well as details about enrolling, about course requirements, and about other pertinent academic and support services information. The entire College Catalog and Schedule of Classes are available on the college's website which is also displayed in an alternate format (disabled students).

All required General Information is included in the Mt. SAC College Catalog (See *College Catalog*):

- Official name, address, telephone number, TTY number, and website are displayed the first page.
- Educational mission of the college is prominent in the first section.
- Course, program, and degree offerings are all listed under appropriate sections.
- The academic (college) calendar is prominently displayed. Dates show the start and end date of each term, holidays on which the campus is closed, deadline dates for adds and withdrawals.
- The Academic Freedom Statement is found in the section on Academic Policies and Requirements.
- Available Student Financial Aid is located in the section on Student Services and Student Life.
- Available Learning Resources is located in the section on Instruction and Learning Resources.

- The names, institutions, and degrees of administrators and faculty are listed in the back of the catalog under the section Faculty and Academic Administrators.
- The names of the five governing board members are prominently listed near the beginning of the catalog.

## II.B.2. and II.B.2.a. Self-Evaluation

The college does provide a catalog for its constituents that includes the general information about the college. The college has a system in place whereby the Director of Research and Institutional Effectiveness and/or the Faculty Accreditation Co-Chair works with the manager in-charge of the catalog to ensure the information needed for this standard is complete. The college has learned the importance of providing this information on a regular basis and evaluating the catalog.

The college meets the standard.

## II.B.2. and II.B.2.a. Planning Agenda

The college is confident in its current efforts and directions in providing a catalog for its constituencies with precise, accurate, and current general information. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.2.b.

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

### II.B.2.b. Descriptive Summary

The following requirements are also detailed in the College Catalog:

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- **Admissions:** The College Catalog clearly describes who is eligible for admission and how the admission process works. Continuing Education courses are open-entry and in some cases (ESL, for example) follow managed enrollment processes. Information is available to noncredit students wishing to enroll in Continuing Education programs according to their area of interest.
- **Student Fees:** Specific student fees are updated every term in the College Schedule of Classes. Descriptions of all applicable fees are listed in the College Catalog. Exact amounts of enrollment fees and health fees are subject to adjustment and are therefore not generally listed in the Catalog but are listed in the College Schedule of Classes and are updated almost instantly via the web and student portal.

In the Continuing Education Division, there are no fees attached to noncredit courses in the areas of Adult Basic Education, English as a Second Language, and Short-term Vocational classes. A few courses in Older Adult programs include a nominal materials fee (See *College Schedule of Classes*).

- **Degree, Certificates Graduation and Transfer:** Degree and Certificate programs are clearly detailed in the College Catalog. The specific course and unit requirements are shown for specific majors and certificates. Transfer information (IGETC and CSU General Education Certification) is also shown. The Orientation Handbook, used in the New Student Orientation, and the Student Handbook include detailed information related to graduation, degree, and transfer requirements.

In accordance with recent Title 5 revisions, the specific areas of noncredit education may now issue certificates for programs within the scope of career development and college preparation. Information regarding these two types of certificates, Noncredit Certificates of Competency and Noncredit Certificates of Completion, are described in both the College Catalog and the College Schedule of Classes. Programs such as Basic Skills, Career Development, English as a

Second Language, and Secondary Education issue Certificates of Competency while Short-term Vocational programs issue Certificates of Completion.

### II.B.2.b. Self-Evaluation

Mt. SAC provides a catalog for its constituencies with precise, accurate, and current information concerning the requirements for admission, student fees and other obligations, and degree, certificate, graduation and transfer requirements. The college is continuing to improve its cross-communication skills between the teams to allow for a continuous flow of information and changes in policies and procedures.

The college meets the standard.

### II.B.2.b. Planning Agenda

The college is confident in its current efforts and directions in providing accurate information about its admissions policies, student fees and degree, certificate and transfer requirements. The College Catalog has a vast amount of information concerning degrees and certificates as well as graduation and transfer. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.2.c

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



## II.B.2.c Descriptive Summary

The college utilizes a purposeful, detailed process to develop and review college policies affecting students. Compliance with state Title 5 regulations and with state Education Code primarily guides development of college Board Policies. College Administrative Procedures define procedures to follow in implementing Board Policies. Substantial efforts take place via the shared governance process to develop and approve Administrative Procedures (regulations) that define implementation guidelines and processes to follow for both academic and student services areas. The President's Office works with the Community College League of California to monitor any changes in Education Code or Title 5 that would have an impact on the college. Recommended changes are reviewed through the college governance process, as appropriate, and then placed into operation. Board Policies are approved by the Board of Trustees.

Academic regulations and college policies are readily found in the College Catalog and the College Schedule of Classes—both of which are also available on the college's website. Policies are also included in the Student Handbook. The following policies are detailed in the Student Handbook: repeat policy, unit limits, challenging prerequisites and corequisites, academic standards, student rights and responsibilities, sexual harassment and violence, student standards of conduct, student complaints and grievance process, students' rights, and privacy act. New students are informed about major college policies through the New Student Orientations and through the Orientation Handbook. Included in the Orientation Handbook are: the matriculation process, the student standards of conduct, the complaints and grievance process, the sexual harassment and violence policy, registration policies such as the repeating courses, unit limits, and challenging prerequisites and corequisites.

- **Academic Honesty:** Academic honesty is both a Board Policy and an Administrative Procedure (See *Board Policies—4290; Administrative Procedures—4290*). Board Policy 4290 reads in part, ". . . faculty, students, administrative officials, staff, and governing board members all share

responsibility for maintaining this environment of honesty and integrity." The Student Life office has the administrative authority over working with the college faculty on issues related to academic honesty. 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.

- **Nondiscrimination:** Nondiscrimination statements are prominently displayed in both the College Catalog and College Schedule of Classes (See *College Catalog; College Schedule of Classes*).
- **Acceptance of Transfer Credit:** Acceptance of transfer credit is detailed in the College Catalog under the title of "Acceptance of Domestic Coursework from Accredited Colleges and Universities in the United States." Board Policy and Administrative Procedure 4050 on "Articulation" describe the acceptance of transfer credit and articulation with post-secondary institutions.
- **Grievance and Complaint Procedures:** Grievance and Complaint Procedures are detailed in Administrative Procedure 5530 "Students' Rights and Grievances." The procedure identifies students' rights related to academic and non-academic grievances and discrimination complaints and processes, including steps to follow. This information is also published in the College Catalog and the student handbook.
- **Sexual Harassment:** The college's Sexual Harassment policy is found in the Student handbook, College Catalog, and on the website and is entitled, "Sexual Harassment and Sexual Violence." This policy details both sexual harassment as well as sexual assault, myths and facts, prevention, reporting, and consequences of committing acts of sexual violence. Procedures to investigate claims of sexual harassment are delegated to the Student Life Director and Public Safety.

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Student complaints/grievances are initiated and filed with the Office of Student Life. These records are maintained in a secure manner in locked filing cabinets in the Student Life Office. A formal process is in place and is regularly used by students to initiate complaints and to file grievances if the concerns cannot be resolved. The process also involves hearing panels that make recommendations about the complaints and grievances, a decision-making process, and an appeals process. A summary report, aggregating the types of cases and resolutions (without names), is developed annually.

- **Refund of Fees:** Refund of student fees policies are found in multiple places. The College Schedule of Classes clearly details how refunds are processed, especially timelines and amounts for both resident and non resident students. Additionally, refund procedures are displayed via the student self-service registration function on the student portal, and there is signage in the Bursars Office.

The ESL department in the Continuing Education Division has translated key documents into several languages to ensure accurate dissemination of program policies and processes. In addition, a paraphrased version of the Standards of Conduct has been translated into the two primary native languages represented in its student population, Spanish and Mandarin. This document has been shared with Student Services and is included in the New Student Orientation handbook for noncredit ESL students (See *ESL Registration flyers; ESL New Student Handbook*).

### II.B.2.c Self-Evaluation

The college continues to improve its processes for ensuring that its major policies for affecting students are valid and documented in its catalog. Using a purposeful and detailed process, the college develops and reviews its college's policies affecting students.

The college meets the standard.

### II.B.2.c Planning Agenda

The college is confident in its current efforts and directions in providing a catalog for its constituencies with precise, accurate, and current information concerning the major policies affecting students. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.2.d

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**Locations or publications where other policies may be found.**

### II.B.2.d Descriptive Summary

The college website lists the most current Board Policies and Administrative Procedures (See *Board Policies; Administrative Procedures*). All major policies and procedures are contained in the College Catalog (hard copy and online). Additionally, many policies and procedures are also contained in the Schedule of Classes (hard copy and online) (See *College Schedule of Classes*) and the Student Handbook. The College Catalog is developed through a dynamic process, coordinating input from various departments across campus. Updates are noted throughout the year to ensure that the most up-to-date and corrected text is included in the catalog, which is published annually. The Instruction Office works closely with Marketing and Public Affairs and Division offices to coordinate the information, the layout, and the publication aspects of the schedule. The catalog is released during the summer, prior to the enrollment period for the fall semester. The catalog is posted to the web as soon as production has been completed, even if the print version has not yet been received. The catalog is organized into the following main sections:

- Section 1—The College
- Section 2—Matriculation
- Section 3—Academic Policies and Requirements

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- Section 4—Student Services and Student Life
- Section 5—Instruction and Learning Resources
- Section 6—Campus Facilities
- Section 7—Programs of Study Leading to a Certificate
- Section 8—Programs of Study Leading to an Associate Degree
- Section 9—Transferring to California Colleges and Universities
- Section 10—Course Descriptions
- Section 11—Continuing Education
- Section 12—College Policies and Notices
- Section 13—The Faculty

The full text of the catalog is also found on the college's website. Certain aspects of the catalog are published in the College Schedule of Classes, in the Student Handbook, and in the Orientation Handbook.

### II.B.2.d Self-Evaluation

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning where policies may be found. The College Catalog is developed through a dynamic process, coordinating input from various departments across campus. Every year that a catalog is published, the college uses as an opportunity for evaluating how it went and making improvements for the next year's publication process.

The college meets the standard.

### II.B.2.d Planning Agenda

The college is confident in its current efforts and directions in documenting for its constituents where they may find its policies. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.3.

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

### II.B.3. Descriptive Summary

The college has a comprehensive assessment process in place that provides cognitive assessments (placement testing) as well as a non-cognitive assessment (CIRP Freshman Survey) (See *Mt. SAC Fact Book—Student Background and Perceptions—A Six-Year Comparison (2001-2005 & 2007)*). By analyzing placement test results, in the aggregate, the college ascertains the basic skills needs of the college's students. The college provides placement testing at each of the 48 high schools in the college's district, and separate statistics are collected and reported for placement test results of high school students. This trend data is shared with high schools and is used for planning. Various changes in policies and procedures impact the numbers of students placing at various levels of English, reading, and math. These are monitored and reviewed with the specific instructional departments, as some variability can be traced to changes in cut scores and changes in curriculum.

By analyzing placement test results, recommendations related to numbers of course sections to be offered can be ascertained. Faculty and management can also plan to address the academic needs of entering students based on knowledge of their placement test results. Faculty have developed innovative approaches to organizing their curriculum based on information gleaned from placement testing results as well as pass rates of particular classes. This has been particularly effective in linking courses for learning communities. The disproportionate impact studies clearly inform the faculty as well as student services administrators regarding trends in student placement and the subsequent enrollment patterns and progress patterns of particular groups of students. Disproportionate impact studies are reviewed by the Assessment and Matriculation Committee as well as the Student Preparation and Success Council. Curricular changes, instructional interventions, and specialized support programs have been initiated following this review.

The noncredit ESL Program strives to place new students with a placement test that is response adaptive, thematically authentic, and reflective of the curriculum:

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

The ESL Computer-Adaptive Placement Test (ESL CAP Test). It uses faculty-developed items (audio, video, and text) that place students in one of the seven levels of the program. A process is in place to add new items on an ongoing basis which are statistically analyzed for validity, for reliability, and for bias. In March 2009, the department submitted a renewal request that includes statistical analysis of more than 80 new/added items to its bank (See *ESL Placement Test Renewal Report*).

The college has been participating in the Cooperative Institutional Research Project (CIRP), better known as the "Freshman Survey" (See *Mt. SAC Fact Book—Student Background and Perceptions—A Six-Year Comparison (2001-2005 & 2007)*). The Student Preparation and Success Council receives and reviews the data from this survey on a regular basis and shares the results with campus departments, especially those in student services. An example of a key finding that informed the college's planning process several years ago was the high rate of lack of access to technology for the college's students. This meant that the college needed to have more accessible student computer labs and locations on campus. Another result was the higher percentage of high school graduates whose first language was one other than English and who are considered first generation college students. These students are not "ESL" (English as a Second Language) students, but they will still have language support needs as well as specialized support needs due to their socio-economic backgrounds. CIRP results were also disaggregated for Summer Bridge and Connect 4 students to ascertain whether there are any appreciable differences as well as to provide more specific information to the leadership of these programs.

### II.B.3. Self-Evaluation

Researching and identifying the learning support needs of Mt. SAC's student population is of paramount importance. The Research and Institutional Effectiveness Department provides support in this area. The college also provides appropriate services and programs to address the needs of its students. The college has a comprehensive assessment process in place that

provides cognitive assessments (placement testing) as well as a non-cognitive assessment (CIRP Freshman Survey).

The college meets the standard.

### II.B.3. Planning Agenda

The college is confident in its current efforts and directions in researching and identifying the learning support needs of the college's student population, and it provides appropriate services and programs to address those needs. As the current planning endeavors are working well, there is no need for new planning efforts.

#### II.B.3.a.

**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.**

#### II.B.3.a. Descriptive Summary

Mt. San Antonio College does not have additional campuses or off site satellite locations. The only other main location for offering classes is the Village Academy High School site in Pomona. Courses are available to students enrolled in the Early College High School, located at the Village Academy High School site, and are made available to other Mt. SAC students wishing to drive to this off site location. A faculty counselor is on site to meet with students. A college administrator works directly with the high school administration in coordinating the course offerings as well as classroom locations and access to facilities. College staff meet with high school staff on a regular basis to coordinate and to evaluate services offered at the Village Academy High School.

Student Services departments have extended hours to serve students. The Admissions and Records, Counseling, Assessment, and Financial Aid offices and the Student Health Center routinely stay open until 7:00 p.m., Mondays through Thursdays. Prior to the start of the fall and spring terms, these offices also open on

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Saturdays. Other Student Services offices remain open until 6:00 p.m. Distance Learning services are offered to students as needed (See *Questions to Aid in the Evaluation of Distance Learning*).

Information from the Cooperative Institutional Research Program (CIRP), described earlier in Standard IIA, informs Student Services departments about the needs of the college's students. Additionally, many student services departments gather data about their incoming students that is shared across the student services division. An influx in the numbers of students applying for and receiving financial aid is an important source of information that is shared at all levels of the college, including the Board of Trustees.

The Counseling Department has developed and implemented an Online Counseling system through a web portal which includes a welcome page, an agreement page, and an intake page. Once the student submits his/her intake and inquiry, this information is converted into a Lotus Notes email. Students select their topic from a drop down list to help frame the inquiry. In total, students can pick one of eight predetermined inquiry topics: Choosing Classes, Questions about Major, Career Direction, Transfer, Probation, Personal Concerns, Prerequisite Questions, and Other.

With online counseling 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. The most common inquiries are Choosing Classes and Prerequisite Questions. The email is sent to the Online Counseling (OLC) account. Counselors access this common account and respond to student inquiries. The system has worked very well, with high counselor and student satisfaction (See *Online Counseling 2008-2009 Student Satisfaction Report*).

Students who want to consider taking distance learning courses or who have questions about distance learning may use online counseling to obtain information and

may be directed to take a voluntary survey called SOLAR quiz to determine their readiness to take distance learning courses. An online New Student Orientation is available to students who are new to the college but may have attended college elsewhere. The online Orientation was recently reviewed and enhanced after an evaluation of the success of that effort. Students who have attended college elsewhere are exempt from orientation if they possess an Associate or higher degree from an accredited institution, attain 60 or more units from an accredited institution, enroll in noncredit or community service classes only, or select and enroll in a general interest class only. Students need to show proof that they attended another college. Students may request a counseling appointment online through the E-SARS system. Students receive an appointment reminder through an automated SARS call via telephone. When students enter the Counseling area for their appointment, they will be able to check in automatically, similar to how one might check in for an airline flight, through SARS TRACK.

Through ongoing planning discussions, student services staff have proactively developed, designed, and advocated for new program efforts. The four most recent programmatic interventions are:

- Deployment to Employment: Serving Those Who Have Served (Veterans)
- Former Foster Youth Students ("Pathways")
- African American Student Program Inspiring Responsibility for Education (ASPIRE)
- Psychological Services
- Online counseling appointment process

Comprised of faculty, staff, and veteran students, the Veterans Ad Hoc Committee has focused on assisting student veterans, particularly those returning from Iraq and Afghanistan, with the transition to college by providing a welcoming, seamless, and supporting campus environment. Along with the recommendation of improved communication, delivery of services, and administrative processes, the Committee also led in the development of key resources.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Highlights include the establishment of a Student Veterans' Club, the creation of a "Student Veteran Resource Handbook", and handouts specifically geared to the college's student veterans focusing on counseling and health resources and the Veterans Service Center. The *Veterans Recognition Program*, in which the college honored the college's student veterans, and the Veterans' Day *Thanking our Campus Veterans* event were both well attended by the campus community and student veterans. Most notably, a student veteran-specific orientation was developed and implemented this fall 2009 with plans to expand the number offered in spring 2010 and beyond.

Former foster youth are often invisible on a large, college campus. This population may have the highest need for support services, as they often have complicated personal lives that impact their housing (many are homeless) as well as financial support. Another collaborative task force was convened and has developed a networked system of support known as "Pathways". Specialized workshops, field trips, and special events have been held for these students, including a holiday party in which students' "wish lists" were filled voluntarily through direct contributions from the Mt. SAC management team.

Through the work of the "Equity for All" team and the Student Equity Committee, the lack of academic achievement of the college's African American students was reported and studied. An innovative approach was developed to reach out to African American students and to develop mentoring relationships and a supportive network and community. Now known as the ASPIRE (African American Student Program Inspiring Responsibility for Education) program, this effort has been fully launched, and the initial results have been very positive. Mt. San Antonio College was selected as a participant in the USC Center for Urban Partnership's Equity for All project in which colleges worked to develop an "equity score card" documented in a comprehensive, longitudinal report. This report has been instrumental in informing the campus community about the lack of progress of particular student groups. The Equity for All report, along with the Student Equity

report, is used as a basis for discussion and planning related to the improvement of basic skills and degree and transfer success of underrepresented groups such as African American, Latino, and Pacific Islander students.

The need for psychological services for students has been ever-increasing. These reports come through Disabled Student Programs and Services (DSPS), Student Life, Counseling, and Public Safety. As part of their rehabilitation plans, many individuals are referred to enroll in the community college by mental health practitioners. Economic issues, family and relationship concerns, as well as dependency needs have created many demands for crisis intervention and urgent assistance. A high rate of student discipline cases has added to the concern about the need for greater psychological support services. Key leaders from Student Life, DSPS, and the Health Center meet on a regular basis for a "case conference" approach to sharing of concerns and developing intervention strategies. The increased documentation of need for more psychological services resulted in a prioritization within the Student Health Center budget such that a full-time social worker position has been added to the Student Health Center.

For new and low-proficiency learners, the Continuing Education Division has prepared information regarding ESL classes that is available in several languages through the Mt. SAC ESL website and in paper form (See ESL Web page). In-person assistance is provided in the ESL office during the times that classes are in session; language support includes Spanish, Mandarin, Korean, Vietnamese, Japanese, French, Tagalog, Arabic, and Armenian. Orientations for new ESL students take place in the Language Center. New students receive assessment, orientation, and registration in a "one-stop" session; these are scheduled on the same day each week and are available several times throughout the day and evening (See *ESL New Student Handbook*). Students do not need an appointment and are served on a first-come basis. Orientation information is available in multiple languages in print, on the web, and in person.

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Orientations for students entering Adult Basic Education (ABE) take place in the Adult Basic Education Center. Adult Diploma, High School Referral, and General Education Development (GED) Preparation program student orientations are offered twice weekly for each program, by appointment. Students in the ABE High School Referral program must be accompanied by parents at an orientation. All ABE orientations present the educational program requirements and provide one-on-one help for students to develop education plans.

Additionally, ESL faculty members speaking other languages are reasonably available in the same building. In order to support academic and career paths of noncredit learners, intermediate and advanced-level ESL students as well as ABE students are provided with matriculation presentations that support transitions into credit, including the application and registration processes.

### II.B.3.a. Self-Evaluation

Results from the ASPIRE (African American Student Program Inspiring Responsibility for Education) program have been tracked and reported.

- As expected, about 5% of the fall-enrolled African American (A.A.) population was enrolled in ASPIRE
- A total of 80 fall-entering ASPIRE students were enrolled in the program
- Success rates for ENGL68 during fall 2008 were higher among A.A. students in ASPIRE than A.A. students not enrolled in ASPIRE (71.4% success rates among ASPIRE students vs. 63.1% success among those not in ASPIRE)
- A total of 56 fall-entering ASPIRE students (74%) had a GPA at or above 2.0
- ASPIRE students' positive relationship with a mentor significantly associated with having supportive experiences with a mentor
- ASPIRE students' motivation to succeed through friends in the program significantly associated with their feelings of being connected to the college
- Students felt positively about the ASPIRE program's ability to bring students together, its mentoring program, and its events

The first year, 2007 to 2008, that the Student Health Center had a full-time Licensed Clinical Social Worker there were 38 crises, resulting in six hospitalizations. The second year, 2008 to 2009, the Student Health Center staff managed 57 crises with only four hospitalizations. Aggressive outreach efforts have perhaps resulted in an increase in timely referrals from staff and faculty. In most instances, the crises were de-escalated, and hospitalizations were not necessary.

Over 3,200 students received online counseling in 2007, the first year of operation. Counselors were assigned several hours a week to respond to over 5,000 unique interactions and exchanges. Some students had as many as 16 interactions with a counselor. A student satisfaction survey of online counseling students was sent to 2,905 students with 384 students completing the survey for a response rate of 13.2%.

- 29.2% thought online counseling was better or much better than in person counseling
- 46.0% thought that online counseling was equal to in person counseling
- 16.8% thought that online counseling was worse
- 2.3% thought that online counseling was much worse than in person
- 5.8% did not reply
- 44.8% would prefer in person counseling
- 49.0 % would prefer online counseling

The college is considering using the Luminis portal system to expand its online student services. The Counseling Department's most recent student survey to assess online counseling can be found at Online Counseling 2008-2009 Student Satisfaction Report.

The college meets the standard.

### II.B.3.a. Planning Agenda

The college is confident in its current efforts and directions in assuring equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. As the current planning endeavors are working well, there is no need for new planning efforts.

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### II.B.3.b.

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### II.B.3.b. Descriptive Summary

Mt. SAC has a very active Student Life program which ranges from an active student government, many active student clubs, student leadership class, and workshops. Developing personal and civic responsibility is a key foundation for the LEAD, Leadership, Education, and Development Program. Approximately 103 students annually participate in some aspect of the LEAD program throughout the academic year, with an average of 67 students completing the program and earning certificates in Personal and/or Organizational Leadership. The topics for the LEAD seminars are:

- Appreciating and Respecting Diversity
- Conflict Resolution
- Principles of Personal Leadership
- Effective Communication Skills
- Ethical Decision Making
- Leading for Change: A Model for Leadership
- Personal Goal Setting
- Public Speaking
- Time and Stress Management
- Values Clarification
- Understanding Yourself
- Assertiveness Training
- Group Problem Solving and Decision Making

The General Education Outcomes Committee works to ensure that general education outcomes for students are designed to address civic responsibility and aesthetic development. Area E—Lifelong Understanding and Self-Development (3 units) is a graduation requirement that students may meet by passing classes such as:

- BIOL 5 Contemporary Human Health Issues
- BIOL 13 Human Reproduction, Development and Aging

- CHLD 10 Child Growth and Development
- COUN 5 Career/Life Planning
- FCS 41 Life Management
- LEAD 55 Exploring Leadership
- NF 10 Nutrition for Personal Health and Wellness
- PSYC 14 Developmental Psychology

College-wide forums and speakers also provide many opportunities for students to increase intellectual knowledge about global and societal concerns.

Several student clubs focus on personal and civic responsibility. The EAGLE Club (Environmental Action Group for Livable Earth) sponsors many efforts related to ecology and the environment. Events include an Earth Week, which highlights efforts toward creating an earth friendly environment and educates the campus community about environmentally friendly products and practices; and a concert in the college's Wild Life Sanctuary that focuses on increasing awareness about conservational and environmental issues. Likewise, the Global Resistance Network has sponsored forums and concerts to discuss and shed light on wars of aggression, attacks on civil liberties, racism, and religious and gender discrimination. The MSA (Muslim Student Association) has sponsored Islamic Awareness Month, which included activities such as the Apartheid Wall, a movie showing of "The Message; The Story of Islam," an educational forum on Muslim religion, and forums entitled Occupation 101 and Islam 101. Associated Students has sponsored several forums and special events, including the Cross Culture Fair, the Tanya Brown speech on victims of domestic violence, and the Cinco de Mayo celebration with M.E.Ch.A. (Movimiento Estudiantil de Aztlan), and has cosponsored many educational events with various student clubs and organizations.

Associated Student (A.S.) government leaders have a fall and spring leadership training program in which students learn technical knowledge such as Roberts Rules of Order and their A.S. Constitution as well as study and discuss college wide concerns from recycling to the cost of textbooks. The A.S. governance process provides for students to pass resolutions regarding

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areas of concern. Most recently, the students passed a resolution asking the college administration to develop a smoking ban on campus.

At the beginning of each academic year, the ASPIRE (African American Student Program Inspiring Responsibility for Education) program organizes a "Rites of Passage" ceremony in which student participants stand with their mentors and make a commitment to the program, to their education, to their community, and to themselves, to excel in the educational arena. Students are presented with an affinity ring to symbolize their commitment.

The Student Health Center provides many workshops on topics designed to enhance the personal development needs of students:

- Depression
- Self-defense
- Stress Management
- Healthy Relationships
- Single Parenting Skills
- Managing Sexual Assaults
- Suicide Prevention
- Surviving the Economic Crisis
- Communication Skills

Continuing Education students have the opportunity to be a part of the Mt. SAC Associated Students. At the local level, Adult Diploma and Adult Basic Education (ABE) have formally invited students to share their voice through a representative process. Beginning in fall 2008, two (2) students volunteered to serve as Student Representatives. The role of the Student Representative is to speak to fellow classmates regarding specific concerns and to communicate responses to the ABE supervisors and managers at the ABE Leadership Team meetings held weekly. To be inclusive of a greater number of voices, Representatives change for each meeting. Topics of discussion have included program improvement needs and sharing of personal educational experiences. Students who choose to serve as a Representative are recognized at graduation for their participation in a leadership role (See *Continuing Education Application for Accreditation Study*). Other

events that promote leadership and civic responsibility include annual food drives such as the AmLa-ESL-CARE Thanksgiving Food Drive, service learning projects such as the ESL Blood Drive and Retirement Home Personal Histories projects, and the ongoing ESL Scholarship fundraisers through snack and book sales (See *AMLA-ESL-CARE Thanksgiving Food Drive; ESL Blood Drive; ESL Scholarship-Lin/Santos*).

Discussions and planning meetings are held with various campus constituencies to evaluate and to review the college's progress in establishing a learning environment that develops students' personal attributes along with academic competencies. For example, the Student Life Department has an annual planning meeting to look at how they can best develop student leadership on campus. The Bridge faculty meet on a regular basis to look at the development of the affective side of students enrolled in learning communities. This work is then incorporated into class assignments as well as in the community class. The Student Services Team works across departments to plan and to coordinate special events focusing on improving the overall learning environment for students—from designing study areas, to involving students in the life of the college, to developing new initiatives to engage disenfranchised students.

### II.B.3.b. Self-Evaluation

Students complete an evaluation form upon completion of each LEAD Workshop. Students comment that the workshops are stimulating, presenters are enthusiastic, and they feel ready to make changes.

The Student Life staff is meeting to develop more structured learning opportunities for elected and appointed leaders fully to learn leadership skills. As great as the college's student leaders have been, there have been times when their academic standing has lowered due to their over-involvement in campus activities.

The General Education Outcomes Committee has developed student learning outcomes for general education requirements that serve to measure the

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college's effectiveness in developing the personal and civic responsibility, as well as intellectual and aesthetic development, of students. For example in: Area E: Lifelong Learning and Self-Development, the General Education Outcome is for students completing an assignment in Area E to demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being. The criteria are that students will meet expectations by scoring a "1" or more in at least two of the three categories (Collection, Analysis, and Application). Various counseling courses and the LEAD 55 Course were assessed in spring 2009 (See *GEO Assessment 2008-09: Summary of Findings*).

The college meets the standard.

### II.B.3.b. Planning Agenda

The college is confident in its current efforts and directions in providing an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of Mt. SAC's students. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.3.c

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### II.B.3.c Descriptive Summary

Counseling is provided by faculty counselors while advising functions are provided by paraprofessional educational advisors (classified employees). Counseling and advising is provided for all students through the Counseling Department and for special student populations through their respective programs. Other programs providing counseling and advising services are: EOPS/CARE, CalWORKs, DSPS, Bridge, Financial Aid, and Non Credit Continuing Education (ESL, Adult Basic Education, and High School Program). Grant programs have provided temporary counseling positions

to serve students in specialized academic areas. The STEM grant stands for Science, Technology, Engineering and Math related disciplines. This grant is funded through NSF National Science Foundation. This grant is to assist STEM majors with the goal of producing more community college STEM transfers to four-year institutions. A Nursing Expansion Grant enables a full-time counselor to work with nursing majors to assist in their persistence and success.

Counselors are available to students for support in the following languages: Spanish, Korean, Chinese, Vietnamese, and Swahili. The Counseling Department provides individual counseling related to academic needs, career planning needs, and personal needs of students. The department also teaches 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, educational advisors, and Career and Transfer Services staff conduct various workshops throughout the year which cover topics from Undecided Majors to Understanding the Transfer Process. Topics include: "How to Choose a Major/Career," "What Should I Do With My Life," "UC Transition Workshops," and "Next Steps" workshops for CSU Fullerton, Pomona, and Long Beach. Counselors, educational advisors, and Career and Transfer Services staff also conducted workshops for specific majors such as Nursing, Teaching, and Psychology and a workshop on "Appealing the Admission Decision" to assist students in this difficult process. In addition, counselors have made themselves available utilizing walk-in time in the Career/Transfer Center to assist students each fall with the transfer application process.

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

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to transition students to counseling. Counselors and educational advisors attend university workshops related to updates regarding transfer and articulation. Counselors in categorical programs, specifically EOPS, CalWORKs and DSPS, attend professional development opportunities relative to their particular areas. Educational advisors work within the Financial Aid office to assist students in meeting the federal requirement to have a current educational plan on file, delineating required classes to meet their educational goals.

Student Educational Plans (SEP) are required for students enrolled in certain programs, including Financial Aid, EOPS, CARE, CalWORKs, and DSPS. Other students are provided an opportunity to develop an educational plan as a part of New Student Orientation and by meeting individually with a counselor or with an advisor. During New Student Orientation, each student is provided with information on the importance of the Student Educational Plan. At the end of each orientation session, students are assisted with the development of an initial educational plan based on assessment results with the intent of taking appropriate courses during the first semester. They are then advised to make an appointment for further counseling and the development of the SEP during the semester. SEPs are also developed through Counseling classes, the Summer Bridge Program, and ASPIRE (African American Student Program Inspiring Responsibility for Education). An automated educational planning tool, Degree Works, is slated for implementation for fall 2010.

Noncredit ESL students are brought by classes to a computer lab each semester where they are assisted in entering or updating an individual learning plan. This plan, which is organized very similarly to a credit student's Educational Plan, is tracked in a locally-developed ESL student database along with supplemental enrollment and course completion data. Counselors and the student specialist can easily access a student's plan using this database (See *ESL Database Sample Report*).

In noncredit Adult Basic Education (ABE), student educational plans are developed during one-on-one

sessions. These plans are stored in a local database to help track student plans and performance. Every student in Adult Diploma, GED preparation, and High School Referral programs has a personal educational plan on record.

Mt. San Antonio College 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. Counseling intervention services are provided to students at their first and second semesters on probation. There are two forms of probation: Academic Probation and Progress Probation. A student is placed on Academic Probation when the student has:

1. Attempted at least 12 units
2. Earned a cumulative grade point average (GPA) below 2.00

A student is placed on Progress Probation when the student has:

1. Enrolled in a total of at least 12 units
2. The cumulative percentage of all units in which the student has enrolled for which entries of "W", "I", and "NP" are recorded reaches or exceeds fifty percent.

Upon recording of Academic or Progress Probation, students have their registration restricted, are required to participate in prescribed counseling intervention, and are limited to enrolling in a maximum of 12 units in subsequent semesters and four units in a winter or summer term while on probation. A student can be cleared from Academic Probation when the student's cumulative grade point average is 2.0 or higher. The student can be cleared from Progress Probation when the student's cumulative percentage of units with "W", "I", and "NP" drops below fifty percent.

First Semester Probation occurs at the end of that first semester in which the student has attempted at least 12 units and has earned a cumulative grade point average below 2.0, or the cumulative percentage of all units in which the student has enrolled for which

entries of "W", "I" and "NP" are recorded reaches or exceeds fifty percent. Second Semester Probation occurs when the student is in his/her second consecutive semester and continues to have a cumulative grade point average below 2.0, or continues to have a cumulative percentage of all units enrolled recorded as "W", "I" and "NP" at fifty percent or higher. Dismissal occurs after three consecutive semesters of Academic or Progress Probation. The student is dismissed for at least one semester. If the student has enrolled in the subsequent semester before the dismissal status has been determined through the posting of the previous semester's grades, the student may be dropped from all classes, prior to the beginning of that term.

A student who is subject to dismissal may request an appeal of dismissal through the Counseling Department. If approved, the student will be required to participate in a prescribed counseling intervention and complete a contract, which includes the number of units in which the student must enroll. If the student chooses not to make the request, or the request is denied, the student shall be dismissed for at least one semester.

A dismissed student may request reinstatement after dismissal through the Counseling Center, after an interval of one semester. The reinstated student will be required to participate in a prescribed counseling intervention and to complete a contract for reinstatement, which will include the number of units in which the student must enroll. A reinstated student remains on a probationary, reinstated status and on contract until the clearance of probation. Failure to comply with the terms and conditions of the contract may result in subsequent dismissal.

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 put on the agenda. 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 (PD) program as well as through the Student Services administration. PD offers workshops and trainings for counselors based on their needs. These needs are evaluated and communicated to PD and to the Professional Development Council on a recurring basis by staff and faculty. Counselors participate in college-wide governance committees such as Curriculum and Instruction, General Education Outcomes, Student Learning Outcomes, Distance Learning, Student Preparation and Success Council, Assessment and Matriculation, and Board of Appeals (See *Committees and Councils*).

Noncredit counselors and advisors support the career and life planning needs of continuing education students who require a specialized focus on issues such as acculturation into a new homeland, urgent retraining for workplace demands, or improving their literacy/ numeracy skills in preparation for the California High School Exam. Instruction is available morning through late evening, Monday through Thursday; bilingual staff representing multiple languages assist when needed.

In addition to orientation, educational planning, and one-on-one counseling, noncredit counselors oversee workshops on career planning, on success in college credit programs, on financial aid, and on other topics related to college and career. ESL counselors also oversee an annual ESL Career conference in which guest speakers present in breakout seminars (See *ESL Career Conference*). Student satisfaction with this has been high, as evidenced by survey results. ABE counselors plan Career Week, where local industry speakers represent the fields reported as future career fields for ABE students. College Days held every semester assist students in the credit matriculation process. ABE counselors also oversee a student mentoring program in which their students are paired with credit student mentors.

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### II.B.3.c Self-Evaluation

Through the Planning for Institutional Effectiveness model (PIE), the Counseling Department and all other Student Services departments that provide counseling and advising services evaluate their efforts. Specific SLOs and AUOs are developed for this purpose.

Examples of SLOs and AUOs for Counseling are:

- 80% of current students on academic and/or progress probation will understand the new probation policy.
- Through professional development training, 100% of the counseling faculty will understand the details of probationary status and the methods of providing interventions.
- 80% of students who complete the online orientation will understand the registration process.
- Student level of satisfaction of online counseling services will increase by 10% from 75% satisfaction level as reported in Online Counseling Satisfaction Survey.

A study was conducted to determine whether counseling interventions impacted the number of students who remained on probation. Students who made at least one appointment with a counselor and then subsequently attended the appointment, completed the academic year with an average GPA that was higher than those who made an appointment but never attended a counseling session. In fact, their final cumulative mean GPA was higher than other similar students on academic probation.

Probation workshops are offered for first time, level one probation students. Workshop participants are asked to complete a survey at the end of the workshop. The average responses clearly show the benefit of the probation workshops as a majority of students reported that they:

1. Understood the probation policy (97%)
2. Understood why they specifically were on probation (95%)
3. Understood how to clear probation status (92%)

4. Felt confident that they would clear their probation status (93%)
5. Were aware of the Mt. SAC resources and support services available to them (94%)
6. Felt that the workshop was helpful (92%)
7. Planned to see a counselor (90%)

Dismissal Appeals Committee Pilot-Summer 2008:

During the summer 2008 session, three counseling faculty, including the Chair of the Counseling Department, piloted a Dismissal Appeals Committee to handle all dismissal appeals. The committee used a model similar to the Financial Aid appeals model, i.e., students were asked to submit a Petition for Exceptional Action that included an explanation for the appeal and any supporting documentation. Overall, the committee received 46 appeals: 26 were approved, 14 were denied, 2 were handled by the Director of the Disabled Student Programs and Services, and 4 were not related to dismissal.

In order to assess students' interaction with the front counter, the Counseling Department has implemented a comment card where students will be able to share their views about the services rendered at the Counseling Department. An automated process called SARS Track is being implemented that will enable students to check-in or make an appointment with an advisor or counselor rather than standing in a line at the front counter.

"DSPS students will express satisfaction/dissatisfaction with services and recommend improvements and/or additional services DSP&S should provide," resulted in a very powerful statement regarding the value of DSPS Counseling. In a 2009 DSPS survey, almost 93% (92.5%) of the students responded that DSPS counseling services had contributed to their academic success. Many students met with the same DSPS Counselor and valued the consistency of having the same counselor (86.6%, and 93%, respectively). Additionally, students' experiences with waiting for appointments matched their comfort levels in terms of how long they would want to wait for a DSPS counseling appointment.

This review and evaluation process also looks at how well the departments are providing services to students. As a part of this review, additional initiatives have been developed such as:

- Undecided majors workshops for students who have not yet declared a specific major.
- Parent Orientation to assist parents in understanding both the processes involved in enrolling in and meeting educational goals as well as support services available.
- Counseling support has been added to the New Student Orientation in order to provide more individualized support to students.
- EOPS has implemented the PASS (Promoting Academic Student Success) effort to increase retention and academic success by providing interventions with students on probation. EOPS counselors collaborate with the Counseling Department, the Career Transfer Center, the Financial Aid Office and the Scholarship Office to assist students in receiving further information and support.

The college meets the standard.

### II.B.3.c Planning Agenda

The college is confident in its current efforts and directions in designing, maintaining, and evaluating counseling and/or academic advising programs to support student development and success and prepare faculty and other personnel responsible for the advising function. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.3.d.

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

### II.B.3.d. Descriptive Summary

Mt. SAC's active student clubs and organizations reflect the diversity of the college's student population. The following clubs are involved with promoting understanding and appreciation of diversity (See *Clubs for Students*):

- Black Student Union
- Chinese Culture Club
- Culture Shock
- French Club
- Italian Club
- Japan Circle Club
- Lambda Student Association
- Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A)
- Muslim Student Association (MSA)
- Native American Inter-Tribal Student Association (NAISA)
- Pacific Islands Association
- Spanish Club
- Tambayan Club
- Vietnamese Students Association

Additionally, Student Life and the Associated Students routinely host special events such as:

- Students & Educators of Distinction
- Student Leadership & Advisor Awards
- Inspiring Women of Mt. SAC Luncheon
- Cross Culture Fair
- Join-A-Club Fair
- Lost & Found Silent Auction
- Fall Leadership Conference
- Spring Leadership Conference
- Community Volunteer Fair
- A.S. Holiday Celebration
- A.S. General Elections
- Finals Frenzy
- Monthly Blood Drives

Disability Celebration Month was renamed from Disability Awareness Month as the DSPS faculty and staff believe that the college is well aware of disability issues. Disability Celebration Month is planned by

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faculty, staff, and students and annually takes place during the month of October. Some of the special events and awareness activities are: Kickoff Celebration; Department Presentations; series of short seminars on specific topics of interest such as Survival Sign Language, Universal Design and Veterans, Protecting Your Voice, and Memory Strategies; library display of student successes; fundraising activities; Services Faire; Student-Professor Award Night; and What's It Like (Disability Simulation Exercise).

Partnering with San Gabriel National Council of Negro Women (NCNW) and the Transfer Center and the Associated Students of Mt. San Antonio College, Mt. SAC is in its fifth year of hosting the Black College Summit. Upwards of 500 individuals attend this highly successful event. The event provides a virtual tour of HBCUs as well as a discussion panel, academic preparation and financial aid workshops, and an outdoor college fair. The college has sponsored students to attend the Black college tours with a number of students getting accepted and successfully enrolling in Historically Black Colleges and Universities (HBCU).

The Adult Basic Education Department celebrates diversity by recognizing Cultural Awareness week. ABE sponsors monthly Cultural Days of which various groups are highlighted. Field trips, such as the Japanese American museum, occur annually to encourage diversity awareness. Many students in the ABE Department are part of a diverse, at-risk population. Motivational speakers who have previously experienced ABE students' educational and personal challenges are invited each semester to offer inspirational words and increase their efforts in accessing higher educational pursuits.

The Student Equity Committee is actively engaged in facilitating dialogue and in informing various programs and departments about areas in which they should address diversity and equity issues, as detailed in the college's Student Equity Plan. The plan contains statistical data based on ethnic, gender, and disabled student groups. It measures access, retention, success, degree completion, and transfer rates of each group. The data allows the college to make informed decisions

about outreach, program planning and student retention efforts. The Student Equity Committee is engaged in constantly monitoring and updating the objectives and activities assigned to various departments to ensure that key initiatives are supported and successful. The Committee regularly presents workshops at the Faculty Flex Day to keep faculty informed of the ongoing efforts and challenges facing the college's diverse student groups. Associated Student representatives serve on the committee to inform and to promote cultural diversity activities for students. The plan has been widely distributed and posted on the website.

The Equity for All project has developed very specific recommendations detailing how the college should proceed:

1. Work to establish a shared value for equity and diversity throughout the college. Develop a campus-wide agenda and plan to instill equity and diversity goals into the fabric of the college. Specifically, proactively incorporate equity and diversity into the development and assessment processes of Student Learning Outcomes and General Education Outcomes and define equity and diversity benchmarks in the college's Basic Skills plan.
2. Develop a results-oriented research agenda that consistently monitors and measures the progress of the college in addressing equity and diversity as a critical metric in the success of students from various ethnic, socio-economic, and disability groups.
3. Encourage and engage in difficult and challenging dialogues related to the underlying reasons for inequities in educational outcomes.
4. Develop and institute a campus-wide approach to training for faculty, staff, and management—focusing on addressing disparities in meeting equity and diversity goals and outcomes.
5. Bring about institutional ownership of inequity in educational outcomes by embracing the recommendations of this report, the Student Equity Plan, and other initiatives and research findings

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

related to student equity and diversity. Specifically, formulate a Leadership Summit to serve as a catalyst for institutional change and to serve as the cornerstone in the development of significant and strategic action.

The Summer Bridge Program and the Upward Bound Program consistently include study units and field trips to incorporate diverse perspectives and experiences for students ranging from visits to Libreria Martinez, the Japanese American National Museum, and the Museum of Tolerance, to exposure to cultural productions by Latino performance groups and Asian American and African American theater groups. Reflection and dialogues are facilitated after attendance to programs and activities to continue to enhance students' critical thinking skills, as well as to empower them to understand the deep roots that communities of color have in the college's local areas.

Co-curricular student activities are a routine part of the noncredit curriculum and support services. Events such as fundraisers, blood drives, scholarship drives, food drives, and goodwill donations provide learners with opportunities for volunteerism and philanthropic endeavors. As a result, they are often exposed to diversity that is not part of their local community, thus reflecting upon their own citizenship and personal growth (See *ESL Blood Drive*; *ESL Scholarship*; *AMLA-ESL-CARE Thanksgiving Food Drive*). DSPS has initiated staff development workshops regarding how to serve and assist disabled students seeking services at non-DSPS departments. This training has been helpful in enabling staff across the campus more effectively to meet the needs of disabled students. The DSPS Director teaches online classes in Universal Design approaches to assist faculty in designing their courses to be more inclusive of the educational needs of disabled and other diverse students.

### II.B.3.d. Self-Evaluation

The Student Equity Committee presentations at the annual Faculty Flex Day are always well received (See *Flex Day*). Attendance has varied from 25-30 faculty participants in the workshops. Evaluations have been

mostly positive. During the most recent Barrier Breakers workshops, faculty attendees were delighted to hear the voices of students and faculty who are challenged by the demands of classroom diversity issues. They shared successful strategies in responding to the complex learning needs of diverse student groups. The Universal Design workshops have gained significant attention from faculty members who recognize the value in being prepared with instructional strategies that accommodate not only the disabled population but the diverse needs of all students.

Administrators who have met with the Student Equity Committee have reviewed the statistical data contained in the plan and have shared their challenges and goals in addressing equity concerns within their areas of responsibility. College administrators are very responsive to the plan and work with the committee to develop meaningful strategies to improve outcomes. Faculty have been instrumental in sharing information and their perspective on how to improve success among various ethnic and disabled students whose access, performance, and completion rates are disproportionately lower than other students. The Student Equity Committee endorsed and worked in a cooperative manner with faculty and staff to initiate a program geared to respond to the needs of African American Students, which evolved into the ASPIRE (African American Student Program Inspiring Responsibility for Education) program. This program changed the climate on the campus for African American students and empowered them to pursue campus support services at an equitable level as other ethnic groups.

The Student Equity Plan has served as a basis to inform the campus community about the challenges, the opportunities, and the progress of the college's diverse student population. The Student Equity Plan and the activities of the Student Equity Committee were acknowledged by the California Community Colleges Chancellor's Office as a best practice in 2006. The committee is in the process of reviewing current statistical data and information derived from various administrators, faculty, and staff which will be included in the updated Student Equity Plan.

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The Equity for All Report found that:

- African American students are performing lower than almost all other ethnic subgroups in:
  - > Completion of transfer level English
  - > Completion of transfer level math
  - > Transfer intent rate
  - > Transfer readiness rate
  - > Earning a baccalaureate degree
- Hispanic and Mexican American students are low performing in:
  - > Completion of transfer level math
  - > Transfer rates to four-year colleges
  - > Transfer readiness rate
  - > Earning a baccalaureate degree

Overall, there was a slight difference between students who identified themselves as Hispanics and Mexican Americans in that Hispanic students were lower performing than Mexican American students.

- Pacific Islander students are below equity in:
  - > Earning associate degrees
- Southeast Asian students are below equity in:
  - > Transfer rates for transfer intent students

The college will move forward with implementation of the "Call to Action" included in the Equity for All report.

The college meets the standard.

### II.B.3.d. Planning Agenda

The college is confident in its current efforts and directions in designing and maintaining appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.3.e.

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

### II.B.3.e. Descriptive Summary

The admissions process is routinely reviewed and evaluated through the Admissions and Records' department Planning for Institutional Effectiveness (PIE—program review). In addition, regular meetings of the Registration Work Group serve to provide feedback, guidance, and planning related to every aspect of registration. Members of the Registration Work Group include representatives from the following departments: Admissions and Records, Counseling, Assessment, Financial Aid, Bursar Office, Instruction, and Information Technology. Included in this work group are representatives from a cross-section of departments: Admissions, IT, Bursar, Assessment, Counseling, Financial Aid, and High School Outreach. Every aspect related to the efficient and accurate admissions and registration of students is reviewed and acted upon by this group. Data reports are designed and reviewed to monitor the timely processing of admissions applications, the efficiency of the student account claiming process, and the tracking of registration transactions. All of this information is used to inform the college of the numbers, the progress, and the status of the college's admissions and registration processing. Updates and information sharing are provided regularly via email to instructional Deans and faculty and staff and managers within Student Services.

Placement tests are regularly validated through the established processes in place at the State Chancellor's Office. The Director of Assessment and Matriculation works with the Assessment and Matriculation Committee, the Research and Institutional Effectiveness Department, and the various instructional departments to conduct the required research studies and to review results of these studies. The disproportionate impact studies are reviewed with the Student Preparation and Success Council with appropriate recommendations communicated to departments and offices regarding implications of the results. This process has enabled the college to improve its practices and processes related to the placement of students into basic skills courses (English writing, math, reading, and American Language).

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The Assessment process at Mt. San Antonio College provides students with the opportunity to determine their current skill level in math, English and reading. The college's full support of the assessment program has provided the affected departments with the opportunity to determine which assessment instruments are most appropriate to support the instructional programs. Data on student success based on direct placement, as well as student/faculty satisfaction with placement results, are used to improve the use of assessment instruments to ensure the most accurate placement of the college's students. The student assessment process is consistently reviewed through the governance process including the Assessment and Matriculation Committee, the Student Preparation and Success Council, and the Academic Senate.

The Assessment Center works closely with High School Outreach to provide placement testing at the 48 high schools in the college's service area. This process provides area high school students with the opportunity to prepare for admission to the college during their senior year.

A review of cultural and linguistic bias in placement instruments is managed in two ways: review of third party instruments (MDTP and DRP) and internal review of locally developed instruments (AWE, math). Publishers of third party instruments have presented their findings on test bias to the Chancellor's Office. This information is required by the Chancellor's Office in order to receive approval for use by California Community Colleges. Test items for The Mt. San Antonio College Math Placement Test and prompts for the Assessment of Written English (both locally developed instruments) were evaluated by a diverse group of students in an effort to determine whether any items were discriminatory or offensive in any way. The information gathered was submitted to the Chancellor's Office, and the tests have been approved for use at Mt. SAC.

In an attempt to control for any bias in the evaluation of writing samples (Assessment of Written English), faculty readers go through a "norming process" prior to each reading session. This exercise provides the readers

with a review of the rubric and assures that each student paper is evaluated fairly. After the norming session, each student paper is read by two faculty members. If the two are in disagreement, the paper is read by a third faculty member. Rarely does a paper require more than three readings. During the period of July 2007 and December 2007, 70% of students were placed with 2 readers and 27% with a 3rd reader (97% within 1 placement). Between July 2008 and December 2008, 75% of students were placed with 2 readers and 23% needed a 3rd reader (98% within 1 placement).

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. Data elements for Management Information System (MIS) reporting are uploaded into the mainframe system of the college.

The noncredit Adult Basic Education (ABE) program tracks needs, types of support services, and progress of students in the Adult High School Diploma, ABE, Developmentally Disabled, GED Prep, and High School Referral programs. Support services tracked include counseling appointments and interventions, attendance at workshops, educational advising, and career planning. The Language Learning Lab and High School Referral programs monitor students for their appropriate use of facilities. The Parent Education Program surveys students at the beginning of each semester for input on discussion topics. Banner Lab Reports are utilized to track inconsistencies in attendance for low performing students in ABE programs. The Annual ESL Career Conference and the ABE Career Days also survey student satisfaction and future topics of interest at the end of each event (See *Adult Basic Education (ABE) Career Day Presenter Survey Data*).

Strategies for increased communication with students regarding student services and support must be included in the Continuing Education PIE plan. Additionally, a formal process will be implemented to

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evaluate overall student use and satisfaction with the noncredit support services.

### II.B.3.e. Self-Evaluation

Disproportionate impact studies for the college's locally developed instruments have been conducted by the Research and Institutional Effectiveness Department and by the Director of Assessment and Matriculation. These studies are required by the Chancellor's Office to gain approval for use by the college. For both math and English assessment instruments, it was determined that disproportionate impact was most evident for African American students. Latino students were also affected negatively when compared to other groups. As part of these studies, the college is required to explain how these issues would be addressed. The Chancellor's Office has determined that the college's proposals to address disproportionate impact have been appropriate and has granted approval to use these instruments in the past.

The college is also required to conduct consequential validity studies to determine both student and faculty satisfaction with placement based on the instruments the college uses. For the most part, placement satisfaction of both students and faculty has been 75% (minimum required) or higher. If the placement satisfaction does not meet the required 75%, the college must determine how the problem will be addressed. The information gathered by the consequential validity studies is also used as part of the college's disproportionate impact studies.

A recent consequential validity study found that for some class placements, both students and faculty were displeased with placement results on the Assessment of Written English (AWE). However, their concerns were in opposing directions. While displeased students believed they were placed too low, faculty responding unfavorably felt some students were placed too high. These results were reviewed with department faculty, with the Assessment and Matriculation Committee, and with the Student Preparation and Success Council. These findings also resulted in the college only receiving "provisional" approval to use this placement test with further research required.

While the tracking systems in place can provide some measure of student use, students' view of support services comes primarily from informal feedback. For instance, much of the program data on use of support services are gathered through a counselor's log of student appointments, but the data has not been disaggregated. Results of the fall 2008 Student Survey conducted for WASC Initial Application baseline data indicate that overall 51.3% of noncredit students do not use or are not aware of the breadth of student support services available to them. Among those who do use the services, there was a high degree of satisfaction (See *Continuing Education Application for Accreditation Study*).

The college meets the standard.

### II.B.3.e. Planning Agenda

The college is confident in its current efforts and directions in regularly evaluating admissions and placement instruments and practices to validate their effectiveness while minimizing biases. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.B.3.f.

**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.**

### II.B.3.f. Descriptive Summary

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 students' 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

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business each day. Employees of the campus who have received appropriate clearance are able to access these records remotely through the campus' various enterprise software systems.

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 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.

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. Data elements for MIS 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. All distance learning courses will be in compliance with this federal mandate by the beginning of fall 2010 (See *Questions to Aid in the Evaluation of Distance Learning*).

### II.B.3.f. Self-Evaluation

With the change to the new Banner information system, it allowed the different departments to come together to re-think how they did their business processes and to improve them. These sessions allowed cross-department dialogue about areas that would normally not have been discussed in such a structured, organized manner.

Although switching to the Banner Systems and becoming Fiscally Accountable have taken a tremendous toll on the employees of the college, the benefits of this work will be felt positively for many years to come and are an indication of the institutional commitment of the college to institutional effectiveness in this area, especially as it relates to student records.

Mt. SAC will continue to improve an already excellent system of storing records permanently, securely, and confidentially, with provision for secure backup of all files (paper and electronic). As part of the college's integrity, it takes very seriously the contents of the students' records, it has published and established policies for release of student records, and it follows those policies.

The college meets the standard.

### II.B.3.f. Planning Agenda

The college is confident in its current efforts and directions in maintaining its student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. Mt. SAC does publish and follow established policies for release of its student records. As the current planning endeavors are working well, there is no need for new planning efforts.

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## II.B.4.

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

### II.B.4. Descriptive Summary

As noted earlier, the Student Services Division has developed a comprehensive model for reviewing student support services. In addition to having each student services department develop its goals, activities, student learning outcomes (SLOs), and administrative unit objectives (AUOs) separately, the Student Services Division has created a model to inter-connect all departments through common goals. Referred to as "APS", the goals are defined as:

- **Access:** any activity or purpose that enables students to know about the college and to be able to enter the college successfully using technology while maintaining a welcoming environment
- **Participation:** opportunities for students to be engaged, develop relationships, and learn leadership skills
- **Progress:** provide students with tools and information to pass classes, earn units, and have a road map to clarify goals and develop clear pathways
- **Persistence:** follow through support for students to complete the term and term-to-term enrollment
- **Success:** activities and measurements that demonstrate how students reach their goals, graduate, transfer, obtain employment

Through the college's Planning for Institutional Effectiveness (PIE) process (program review), each Student Services department completes an annual review and evaluation of its goals, its accomplishments, its future planning efforts, its analysis of internal and external conditions, its environmental scan, its progress on SLOs and AUOs, and its needed resources. Departmental PIEs require sign-offs by departmental

staff. The Vice President, Student Services completes a Vice President's Summary and submits this to the Institutional Effectiveness Committee. Additionally, through the comprehensive PIE process, Student Services reviews assessment and outcome measures related to the established SLOs and AUOs. This information is largely gleaned from both research-based studies as well as student surveys.

Once a year, all Student Services staff meet to review the college's progress with APS (Access, Participation, Progress, Persistence, and Success). The Student Services managers also meet once a year to conduct a more informal evaluation for review and planning agenda. Each department is able to share its issues, trends, and new actions for the year based on its departmental work. The goal of integrating the college's work and looking at the review of student support services in entirety is the main focus of this annual student services managers planning meeting model.

Mt. SAC's Student Services programs participated in a Site Review through the state Chancellor's Office. A comprehensive Self-Evaluation Report was completed and submitted for review by the appointed team. For two days, March 12-13, 2009, a team of seven Student Services professionals and a Chancellor's Office representative validated the Self-Evaluation Report and interviewed managers, faculty, staff, and students. The report was exceptionally complimentary and cited several key accomplishments by which the college was to be recognized (Bridge, ASPIRE, EOP&S PASS Program, DSPS Hard of Hearing Services, Acquired Brain Injury Program, and Online Class for Faculty). However, the team's recommendations have not yet been received as of the publication of this self-study.

Continuing Education recognizes the importance of providing students with a comprehensive system of support services to ensure student success. The services provided in each of the noncredit programs are uniquely adapted to meet the needs of the students served. Counselors and educational advisors within Continuing Education primarily focus on academic advisement. Personal guidance and referrals are also available as needed. Counselors and advisors have access to

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community based referrals as well as Mt. SAC based services that they can provide to the student. Internal referrals within Continuing Education programs and intercampus referrals to Mt. San Antonio College credit program services are utilized.

Continuing Education has identified two goals in its annual planning process that are directly related to student support services. One is to increase post-program outcomes of noncredit students; the other is focused on improving noncredit student data. The division participated with the College Student Services Site Review and Self-Evaluation Report. Additionally, Continuing Education meets regularly with Student Services on a formal and informal basis to ensure collaboration and appropriate alignment and/or integration of services.

The noncredit Adult Basic Skills program tracks needs, types of support services, and progress of students in the Adult High School Diploma, ESL, Adult Basic Education, Developmentally Disabled, and High School Referral programs. Support services tracked include counseling appointments and interventions, attendance at workshops, educational advising, and career planning. The Language Learning Lab and High School Referral programs monitor students for their appropriate use of facilities. The Parent Education Program surveys students at the beginning of each semester for input on discussion topics. Annual ESL Career Conference and the ABE Career Days also survey student satisfaction and future topics of interest at the end of each event.

## II.B.4. Self-Evaluation

Through the college Planning for Institutional Effectiveness (PIE) process, two new Student Services team goals were developed:

- Conduct dynamic research to measure outcomes and student success.
- Provide opportunities for professional development and technical training to all staff.

These new goals were added as a result of the review of each department's PIE. Research and evaluation specific to Student Services continues to be of concern. Professional development as well as technical training is also important and necessary. Many staff and faculty are required to keep up with technical skills and information that must be made a priority. Faculty need to have training related to transfer information, to career planning, and to personal counseling strategies. Staff, particularly in Financial Aid and Admissions, need to receive technical training regarding regulations, processing procedures, and changes to the college's Enterprise Application System, Banner. These two goal areas are more administrative, but are essential in improving how the college delivers services to students and in how the college evaluates and measures its outcomes. Discussion continues as to how further to develop the Student Services APS model more accurately to reflect staff training needs and research and evaluation needs.

The PIE process includes surveys that evaluate how services are being provided. This information is used by each department to make changes in procedures, to develop new services, and to implement customer service training—especially when results show that students are not pleased with services they receive.

The submissions of annual or updated plans for the following programs and areas provides for a constant review and evaluation of services: EOPS, CARE, CalWORKs, DSPS, Matriculation—Credit and Non Credit, Basic Skills, Upward Bound, Early College High School, and Student Equity Plan. Staff, faculty, and managers in their respective departments work to develop these plans and reports. They are reviewed by management to ensure accuracy and completeness. Discussions happen at the program level as well as at the Vice President's level to review progress and recommendations for changes.

Current fiscal constraints are providing unique challenges and opportunities to reconsider how services are provided to students. Decisions regarding how better to collaborate on the provision of tutorial support services to students are continuing. The college

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provides fairly substantial learning support services in several locations across the campus. Specific student services programs have traditionally provided tutorial and instructional support to services enrolled in their specific programs. This has been offered as an additional service to students who have special and unique needs but diminishing categorical budgets may not allow for these services to continue to be provided in the same manner. The college will further develop a plan to coordinate tutorial and learning support services to students enrolled in Student Services categorical programs.

While the tracking systems in place in Continuing Education can provide some measure of student use, students' view of support services comes primarily from informal feedback. For instance, much of the program data on use of support services are gathered through a counselor's log of student appointments, but the data has not been disaggregated. Results of the fall 2008 Student Survey conducted for WASC Initial Application baseline data indicate that overall 51.3% of noncredit students do not use or are not aware of the breadth of student support services available to them. Among those who do use the services, there was a high degree of satisfaction (See *Continuing Education Application for Accreditation Study*).

A goal has been developed in the Continuing Education PIE plan to "increase the effectiveness and consistency of communication among stakeholders." Related tasks and program-level goals have also been identified, with progress made during 2009. Additionally, a formal process will be implemented to evaluate overall student use and satisfaction with the noncredit support services.

The college meets the standard.

#### II.B.4. Planning Agenda

The college is confident in its current efforts and directions in evaluating student support services to assure their adequacy in meeting identified student needs. Mt. SAC is able to evaluate support services and to provide evidence that they contribute to the achievement of student learning outcomes.

The institution uses the results of these evaluations as the basis for improvement by using a cyclical planning model, PIE. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.C. Library and Learning Support Services

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

#### II.C. Descriptive

**Library:** The Library provides a variety of print, electronic, and digital resources that serve students, faculty, and staff, whether they are working on or off campus. The collection consists of over 85,000 volumes, 308 periodical subscriptions, and 4,500 audiovisual items. Electronic resources, which are accessible remotely 24 hours a day, continue to become an ever more vital part of the collection. Although the number fluctuates slightly from year to year due to budget considerations, the Library currently subscribes to just over 100 full-text databases, such as Academic OneFile, Academic Search Premier, JSTOR, and Proquest Research Library. These databases allow access to millions of full-text periodical articles, electronic books, primary source materials, and audio-visual clips (See *NCES Academic Libraries Survey*).

The Library is primarily an academic learning environment. Hence, it has set goals to "provide information competency instruction and support" and to "provide instruction-based reference services to

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support users' educational and research needs" (See *Library PIE 2008-2009*). The program review, Planning for Institutional Effectiveness (PIE), process allows the Library to evaluate its services and student learning outcomes (SLOs) of its students using a cyclical planning model with a function for using the results for improvement. The library staff provide reference and research assistance to students, to faculty, and to staff. They teach the critical thinking and research skills students need for information competency. Most often they teach the use of the library catalog, of full-text databases, and of electronic resources, including proper search techniques and evaluation of sources (See *Library Orientation Classes; Library Orientation PowerPoint Presentation; Using the Library Exercise*).

The teaching of research methods and tools complements what is taught in English 1A and Speech 1A, two courses that require research projects. In these courses, students write and/or present reports with five or more documented sources (See *Course Outlines, ENGL 1A and SPCH 1A*). The Library staff uses many methods to teach research skills. One strength of the program lies in the large number of information competency classes that are given each year. During the 2004 to 2005 school year, 312 information competency instruction sessions were scheduled, and there were 287 in 2005 to 2006 and 322 in 2007 to 2008 (See *Library Orientation Classes*). Most information competency instruction sessions are requested for English courses; however, they are provided for any course. The lectures occur primarily in the Library's meeting room, but there are also a few hands-on sessions in the Learning Lab.

**Library and Media Services:** The Library and Media Services offer extensive hours during the week and offer training in many areas:

**Library:**

Monday through Thursday, 7:30 a.m. to 9:30 p.m.

Friday, 7:30 a.m. to 4:30 p.m.

Saturday, 9:00 a.m. to 4:00 p.m.

**Media Services:**

Monday through Thursday, 7:30 a.m. to 7:00 p.m.

Friday, 7:30 a.m. to 4:30 p.m.

**Learning Assistance Center:** The Mt. SAC Learning Assistance Center's (LAC) Tutorial Services program provides tutoring for students in many areas of the college curriculum. Students have the option of making an appointment or coming in on a walk-in basis. Studies of the tutorial program reveal that students are satisfied with their tutoring experiences and that receiving tutoring improves student success in college courses. During the 2008 to 2009 school year, approximately 7,800 students enrolled in LAC classes, there were over 17,000 registrations in the Learning Lab, and 8,160 students used tutoring.

Mt. SAC provides learning support services to students and personnel responsible for student learning programs and services. One learning support service in particular, the Learning Assistance Center (LAC), is available for students and faculty Monday through Thursday 7:30 a.m.-10:00 p.m., Friday 7:30 a.m.-4:00 p.m. and Saturday 10:00 a.m.-2:00 p.m. The LAC is not well staffed in relation to the number of hours and days open and the number of students served. There are two classified personnel who work at the front counter, and there are only two classified staff members who work in the Skills Lab, where all LERN 81, 48, and 49, and READ 70 and 80 students must complete their lab hours. There are only two classified staff members in the Learning Lab, which does not adequately serve the students in the area. Information gathered under suggestions and comments from the Skills Lab Student User survey reiterates the need for more personnel.

The LAC Learning Lab offers ongoing instruction to students in computer workshops (i.e., PowerPoint, Excel, Word, etc.). There are forms available for one-on-one or class instruction with a 24-hour confirmation period. There are course and/or workshop outlines and materials used in these workshops including identified student learning outcomes.

In spring 2007, students who received math tutoring in the LAC or MARC were surveyed regarding their satisfaction with the service. Overall 94.3% of the respondents indicated that they were very satisfied or satisfied with their tutoring experiences; 82% of the

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respondents noted that they had recommended using math tutoring to fellow students.

The most recent study (fall 2007) of success rates of students who received tutoring at the LAC compared to the success rates of students who did not receive tutoring demonstrated a significant difference between the two groups. The survey focused on students in traditional basic skills or "gateway" courses: AMLA, ENGL 67, ENGL 68, MATH 50, MATH 51, MATH 61, and MATH 71. With the exception of students in AMLA, students who received tutoring had statistically, significantly higher success rates than those who did not receive tutoring, particularly in math courses. Tutored students also earned higher grades overall than their non-tutored peers. Receiving tutoring also increases the likelihood that students will remain in a class, whether or not they are passing, and increases students' chance of passing a course on the second attempt (See *Learning Assistance Tutoring Report*).

**Learning Lab:** The Learning Lab in the Learning Assistance Center is evaluated to assure adequacy in meeting identified student needs through the use of student evaluations and faculty evaluations (See *Learning Assistance PIE 2008-2009*). All TUTOR courses now have two SLO's in place, and TUTOR 10A has gone through an entire assessment cycle.

The quantity and quality of equipment and technological resources in learning support services at Mt. SAC are sufficient to meet students' needs. There are many variations of learning support services across campus such as open labs, discipline specific labs, computer classrooms, a faculty/staff lab, and mobile labs.

The Mt. SAC Learning Lab provides helpful staff and useful materials that meet the learning needs of its students. The Learning Lab is open to students 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 8:00 a.m. to 6:00 p.m. Student feedback regarding their experiences in the lab is overwhelmingly positive. In the most recent survey, 97.92% agreed that using computers in the Learning Lab helped them do better in their classes. When asked whether their experiences

in the Learning Lab have been helpful, 97.39% of the students agreed, and 65.97% strongly agreed. Nearly half the students (45-50%) replied that they used the Learning Lab once a week; many indicated that they used the Lab more than once a week. Weekend users of the Lab were asked to indicate whether they would be able to complete course assignments during the week if the Lab were only open during the week; 79.27% of the respondents indicated that they would not be able to complete assignments during the week if the Lab were not open weekends (See *Basic Skills Project Results; Learning Lab Survey 2008 Summary Report*).

## II.C. Self-Evaluation

It is clear that the college offers its students many opportunities to access programs and services in the Library and Learning Assistance Center, including Tutorial Services, the Learning Lab (computer lab), and the Skills Lab (basic skills course support). The services offered within these programs are not always sufficient to support Mt. SAC's instructional programs and intellectual, aesthetic, and cultural activities. There is a need for more staffing in the LAC. As budget cuts are severe, the college is examining many planning efforts to maintain effective and efficient services with limited staff. Through the college's program review process, PIE, the programs and services use cyclical systematic methods for assessing their services, using student learning outcomes as well as faculty input and internal and external measures to improve institutional effectiveness.

The college meets the standard.

## II.C. Planning Agenda

The college is confident in its current efforts and directions in accessing and training in library and other learning support services for students. The services offered are sufficient to support Mt. SAC's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Using a cyclical planning model for program review, PIE, Mt. SAC creates SLOs, assesses them, and uses the results for improvement of institutional

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effectiveness. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.C.1.

**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### II.C.1. Descriptive Summary

The Mt. San Antonio College Library is an extension of the classroom. It is a learning environment in which students learn the skills essential for information literacy: framing research questions, conducting searches, locating sources, evaluating the credibility and usefulness of those sources, and citing those sources for their research projects across the college curriculum.

In order to meet its educational mission of teaching students how to conduct research, a college library must maintain a sizable and cohesive collection that provides materials suitable for the wide range of fields of study undertaken in the college. To do so, the Library has set the goal of "continuously develop[ing] the library collections to support the college curriculum and life-long learning through the effective management and acquisition of materials" (See *Library PIE 2008-2009*). The Library does so by providing a variety of print, electronic, and digital resources that serve students, faculty, and staff, whether they are working on or off campus. The collection consists of over 85,000 volumes, 308 periodical subscriptions, and 4,500 audiovisual items. Electronic resources, which are accessible remotely 24 hours a day, continue to become an ever more vital part of the collection (See *Questions to Aid in the Evaluation of Distance Learning*).

Although the number fluctuates slightly from year to year due to budget considerations, the Library currently subscribes to just over 100 full-text databases, such as Academic OneFile, Academic Search Premier, JSTOR, and Proquest Research Library. These databases allow access

to millions of full-text periodical articles, electronic books, primary source materials, and audio-visual clips (See *NCES Academic Libraries Survey*). Additionally, the library has purchased nearly 25,000 ebooks which are available through such vendors as NetLibrary and Gale Virtual Reference Library. These electronic resources are used widely by a range of students but are essential for providing adequate resources for students taking distance learning courses.

### *Learning Support Services*

Learning support services at Mt. San Antonio College include computer labs, a centralized, multiple-subject Tutorial Services center, an instruction lab connected with basic skills courses, a make-up and online test center, math tutoring in Math Activities Resource Center (MARC) and Transfer MARC, writing tutoring in the Writing Center, technical course tutoring, speech and sign language tutoring, as well as specialized tutoring for various populations—student athletes, Extended Opportunities Programs and Services (EOPS), and ESL/American Language tutoring. With support of faculty, the college continues its highly successful Supplemental Instruction (SI) Program serving sections of traditionally difficult courses in the sciences, English, math, and other subject areas. Developed since 1998 to 1999, the SI Program has been an important component of such learning communities as the English Bridge, Math Bridge, Pre-Nursing Bridge, and Transfer Bridge. In 2008 to 2009, a total of 1,524 students were served in 105 sections of courses (See *Learning Assistance Center 2008-09 Year-End Summary Report*).

The Mt. SAC Learning Assistance Center's Tutorial Services program provides tutoring for students in most areas of the college curriculum. Students have the option of making an appointment or coming in on a walk-in basis. Students also can attend group tutoring, either through study groups or Supplemental Instruction.

The Mt. SAC Learning Lab provides helpful staff and technology that meet the learning needs of its students. This lab gives students access to standard office software, as well as instruction-related software.

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Computer technicians are available in the Learning Lab to assist students with questions, and various workshops are conducted to help students learn or brush up on computer skills.

The Skills Lab in the Learning Assistance Center is an area for students in basic skills math, writing, and reading courses to complete assignments and get specialized tutoring. Instruction in the courses is connected with lab assignments, and tutors are trained in the specific tutoring methods used by instructors. In addition, teaching assistants support students in these basic skills courses, and they also tutor in the Skills Lab.

The Learning Assistance Center offers a quiet, monitored testing area as a part of its support for students and faculty. Faculty members are able to leave make-up tests for students who may have difficulty taking a test at a specified time. Distance Learning faculty also use the LAC Testing Services as an option for their students to take the tests required for online classes.

### II.C.1. Self-Evaluation

The Mt. San Antonio College Library meets its goal of providing a quality teaching and learning environment in which students learn the skills essential for information competency. Information competency instruction sessions, workshops, credit library research classes, and one-on-one interactions between librarians and students provide students the opportunities to practice the wide range of skills necessary to complete research projects across the college curriculum. These information competency skills promote life-long learning and provide students with the ability to think critically not only in school but also in life-long decision-making abilities as they learn to identify, to locate, to evaluate, and to integrate information.

Providing access to resources and instruction to students taking distance learning courses or doing research from off-campus has become an increasing priority for the Library in recent years. This need has been met by developing the Library's electronic resources and by ensuring that access to those resources is available at all times. Providing instruction

for students in distance learning courses has proven to be problematic in the past. The Library recently added a number of interactive online research tutorials to address this issue.

The college meets the standard.

### II.C.1. Planning Agenda

The college is confident in its current efforts and directions in supporting the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. As the current planning endeavors are working well, there is no need for new planning efforts.

#### II.C.1.a.

**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 of the institution.**

#### II.C.1.a. Descriptive Summary

##### *Library*

Librarians are responsible for selecting materials and maintaining the library collection. The Collection Development Librarian coordinates the development of the collection. Librarians select materials based on standard review sources, consultation of documentation on the programs and curriculum, independent research on subjects and individual titles, and professional judgment. Subscriptions to full-text periodical databases are made following a trial and evaluation of the interface and content by the faculty librarians, after consultation of reviews, including those published by the Electronic Access and Resources Committee of the Council of Chief Librarians—California Community Colleges (See *Electronic Access and Resources Committee; Library Acquisitions Policy*). The

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Library faculty invites classroom faculty members to assess the collection and to suggest new materials. At present, no process requires Library sign off on new courses or programs to ensure that sufficient materials are available to support the programs. The Dean, department chair and other relevant library faculty and classified staff meet as needed with representatives of programs accredited by external agencies in order to ensure that library holdings meet accreditation requirements. The Library is an active participant in the VTEA program on campus, utilizing VTEA grant funds to help with the purchase of print and electronic resources to support career and technical education at Mt. SAC (See *VTEA Year End Report*). Finally, librarians are faculty members who regularly participate in campus committees and activities, such as the Academic Senate, which provides librarians numerous informal opportunities to discuss curricular issues with colleagues and solicit feedback on collection development.

Library faculty rely on a variety of measures to evaluate the collection and to ensure that it meets the learning and instructional needs of students and faculty. The SirsiDynix integrated library system (ILS) is used to generate statistics for analyzing the age of the collection. SirsiDynix reports generated in December 2003 as part of the last accreditation cycle indicated that the book collection had become dated. Most areas showed an average date of publication in the 1970's, except "000 Generalities," where general encyclopedias and computer science materials are classified, which had an average publication date of 1992. The most recent reports, generated in November 2008, reveal that the Library has made substantial progress in making the collection more current. Most areas showed an average publication date in the 1980's. Again, the Dewey classification "000" contained the most current materials, with an average publication year of 1999, with the most recent materials dating from 2009. Approximately 31,076 bibliographic records (representing new items), or 35% of the collection, have been added since 2003. The average publication date for these additions is 2004 (See *Sirsi Average Date*). The Library also added the Bowker Book Analysis System

in 2009, which will be used to conduct more specific analysis and evaluation of the collection. This will allow other factors to be considered since age is only one measure of the collection and is not always the most valuable for evaluating certain subject areas.

Usage statistics show heavy use of the collection and facilities. In 2008 to 2009, Library faculty provided information competency instruction sessions to more than 321 classes (reaching an estimated 8,025 students). Additional drop-in sessions were provided in both the Library and the Writing Center. Library staff answered over 30,000 reference and research questions at public desks. The Reserve Desk, where students can check out textbooks and other materials for use in the Library, provides an increasingly vital service to students, circulating over 26,600 items during the 2008 to 2009 academic year. In the same time period, over 24,500 volumes were circulated. The Library also provides study space for students, including group study rooms, tables, and individual study carrels. During the 2008 to 2009 academic year, group study rooms checked out over 12,600 times, and study space in the main library is filled to capacity most hours of the day with students studying where they can find space, including between the stacks (See *Library PIE 2008-2009*).

In 2005, the Library developed an ongoing, systematic process for the inventory, the evaluation, and the weeding of the collection. Since then, the Library has completed a full inventory cycle of the circulating collection, reference, reserves, media, vocational, and the children's collection. The Library has determined that this needs to be a part of routine library procedures. Approximately 5,000 obsolete items have been removed from the collection since that time. Since 2005, 10,634 electronic books from the Community College League of California NetLibrary Collections were purchased and added to the library collection. In 2008 to 2009, the Library purchased more than 11,000 books, e-books, and audiovisual recordings and continued or added subscriptions to approximately 100 full-text databases.

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## *Learning Support Services*

The quantity and quality of equipment and technological resources in the learning support services at Mt. SAC are sufficient to meet students' needs. There are many variations of learning support services across campus such as open labs, discipline specific labs, computer classrooms, a faculty/staff lab, and mobile labs.

The Mt. SAC Learning Lab provides helpful staff and materials that meet the learning needs of its students. Equipped with 150 PC and Mac computers with more than 100 titles on writing, mathematics, statistics, etc. and four laser printers, the Learning Lab is currently open to all students six days a week. The Lab provides technical assistants and one-on-one workshops on the basics of navigating Windows XP and Microsoft Office applications. Student feedback regarding their experiences in the lab is overwhelmingly positive. In the most recent survey, 97.92% agreed that using computers in the Learning Lab helped them do better in their classes. Nearly half the students (45-50%) replied that they used the Learning Lab once a week; many indicated that they used the Lab more than once a week. Weekend users of the Lab were asked to indicate whether they would be able to complete course assignments during the week if the Lab were only open during the week; 79.27% of the respondents indicated that they would not be able to complete assignments during the week if the Lab were not open weekends (See *Learning Lab Survey 2008 Summary Report*).

During the spring semester of the 2008 to 2009 year, an Online Tutoring Advisory Committee was convened to evaluate and choose an online tutoring platform for a small pilot project to be conducted in the fall of 2009, as part of intervention strategies pursued in the USDE Title V Hispanic Serving Institutions Grant. The committee included representatives from Tutorial Services, the Writing Center, the MARC, faculty, Instructional Technology, and the Learning Assistance Center.

The Mt. SAC Learning Assistance Center (LAC) offers a quiet, monitored testing area as a part of its support for students and faculty. Faculty members are able to leave

make-up testing for students who may have difficulty taking a test at a specified time. Distance Learning faculty also use the LAC make-up testing area for their students to take the tests needed for online classes.

### **II.C.1.a. Self-Evaluation**

The Mt. SAC Library continues to work to meet its goal of developing the library collections to support the college curriculum and life-long learning through the effective management and acquisition of materials. The Library has hired a Reference/Collection Development Librarian who coordinates all collection development efforts and has begun work on formal, written collection development policies and procedures. The collection has been inventoried and continues to be evaluated and updated, with nearly one-third of the collection having been replaced since the last accreditation cycle in 2003. Through strategic use of limited and rather precarious resources, the Library has managed to expand its collection of electronic resources, which provides students access to information 24 hours a day, 7 days a week. Students can access these materials online from any computer with Internet access, which makes them even more valuable to students whose work schedules and other commitments make it difficult for them to spend significant time on campus outside of class.

The Library faces a significant institutional challenge related to the development of new courses and programs that puts a strain on its goal of providing a collection that supports the college curriculum. The approval of new courses or programs does not include the provision of additional funding to purchase materials to support them, which impacts the Library's ability to support already existing courses and programs, putting a strain on already limited resources. However, it is a requirement that new programs have Library and Learning Resources sign-off to ensure that the Library collection contains sufficient materials to support the instructional requirements of these new courses and programs (See *CCC-501 Application for Approval—New Credit Program*).

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## Learning Support Services

Mt. SAC's learning support services have maintained the facilities and materials needed to support student learning and have enhanced the achievement of the mission of this institution to provide accessible quality learning opportunities in response to the needs and interests of individuals and organizations. Recent and anticipated ongoing budget cuts resulting from the state's fiscal instability may unfortunately lead to fewer services to students in the immediate future, however.

The college has been able to expand and to maintain learning support services across campus with the support of Basic Skills funds and a USDE Title V grant for the last three years. The arrival of a new director of the Learning Assistance Center also strengthened communication among learning support services as evidenced by the comprehensive tutoring services flyers and posters, the tutoring services channel in the student portal, and the Student Services Guide (See *Tutoring Centers*). Through Title V grant efforts, tutoring services have been included in counseling sessions and student success workshops such that students are strongly encouraged to embed use of tutoring services as part of their success planning. Student survey results repeatedly point to satisfactory feedback on the availability and quality of tutoring services (See *LAC Tutorial Services PIE 2008-09; Title V Annual Performance Reports Years 1 & 2 on tutoring and counseling activities*).

However, with expected future cuts in Basic Skills funding and the phasing out of the Title V grant, the Learning Assistance Center is strategically reducing services, including staffing for the Testing Services area and the Learning Lab, as well as much-needed tutoring services. Essentially, there will be at least a 30% cut in tutoring in 2009 to 2010, leaving students with fewer tutors, with longer waits, and with potentially less convenient hours of service. Tutorial Services will also have to cut back on the popular Supplemental Instruction program, which already could not meet demand in 2008 to 2009. Title V funding will not be available during fall 2010, winter 2011, or spring 2011 for Supplemental Instruction. Therefore, while demand is growing every year, the funding does not increase to

meet the demand; cuts in funding mean even more of a gap between what is needed and what's available.

The college meets the standard.

### II.C.1.a. Planning Agenda

The college is confident in its current efforts and directions in relying on appropriate expertise of faculty, including librarians and other learning support services professionals. Mt. SAC also selects and maintains educational equipment and materials to support student learning and enhance the achievement of the college's mission. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.C.1.b.

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### II.C.1.b. Descriptive Summary

#### *Library*

As noted above, the Library is primarily an academic teaching environment. Hence, it has set goals to "provide information competency instruction and support" and to "provide instruction-based reference services to support users' educational and research needs" (See *Library PIE 2008-2009*). The library faculty provide reference and research assistance to students, to faculty, to staff, and to community members. They teach the critical thinking and research skills students need for information competency. Most often they teach search techniques and how to evaluate sources effectively to use of the library catalog, the full-text databases, and other electronic resources (See *Library Orientation Classes; Library Orientation PowerPoint Presentation; Using the Library Exercise*).

The teaching of research methods and tools complements what is taught in English 1A and Speech 1A, two courses that require research projects, as well as other courses with research components. In these

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courses, students write and/or present reports with five or more documented sources (See *Course Outlines, ENGL 1A and SPCH 1A*). The Library faculty use many methods to teach research skills. One strength of the program is the large number of information competency instruction sessions that are given each year. 312 instruction sessions were scheduled during the 2004 to 2005 academic year, 287 in 2005 to 2006, 322 in 2007 to 2008, and 356 in 2008 to 2009 (See *Library Orientation Classes*). Although many information competency instruction sessions are requested for English and Speech courses, they are available for any course on campus and are provided to a wide range of courses, such as Histotechnology, Dance, Agriculture, PE, Art History, and Psychology. These sessions occur primarily in the Library's classroom. During the 2007 to 2008 academic year, 30 laptop computers were purchased for the Library's classroom, providing the ability to conduct hands-on instruction sessions. Prior to this, hands-on instruction sessions were limited and dependent on facilities in the Learning Lab being available. Faculty are also offered the option of having a library faculty member conduct the instruction session in their own classroom, provided they have computer and projection capabilities.

The Library also offers three credit classes in information competency instruction. LIBR 1, Information Resources and Research Methods, is a 3-unit course covering all aspects of research and is ideally suited to students who will be transferring. Since the last accreditation cycle, this course has been split into three one-unit courses, each looking at a different aspect of research. Two of these courses, LIBR 1A, Introduction to Library Research, and LIBR 1B, Using Electronic Resources, have made it through the curriculum approval process, but LIBR 1B has been inactivated at the request of the Library faculty. The remaining course, LIBR 1C, Internet Research Skills ended at the proposal stage, as work on it has been ceased. LIBR 1A, Introduction to Library Research, focuses on teaching basic research skills, search strategies, use of library resources, and the preparation of appropriate citations. LIBR 1B, Using Electronic Resources, introduces students to a range of research

skills necessary for using electronic resources: search strategies, using databases and electronic books, and avoiding plagiarism (See *Course Outlines, LIBR 1A and LIBR 1B*).

LIBR 1A was first offered in the winter 2007 intersession. The Library actively promotes these classes across campus. LIBR 1A has been offered several times linked with ENGL 68, ENGL1A, and COUN 2 as part of the Bridge Program. Faculty and students in the program are enthusiastic about the pairing of classes, which has led to demand by the English Department for additional pairings. LIBR 1B has recently been approved by the Educational Design Committee and was offered for the first time in the spring 2008 semester but was canceled due to low enrollment. LIBR 1A continues to be offered on a regular basis. Investigation into linking LIBR1A with ENGL 1A and/or SPCH 1A is ongoing.

The Library employs additional methods of teaching information competency. The Library has created a 12-page library exercise that includes library services and finding books, articles, and websites that is updated each semester (See *Using the Library Exercise*). During the 2008 to 2009 academic year, a series of interactive, online research tutorials was completed by one of the library faculty as a sabbatical leave project. These tutorials cover topics such as the research process, search strategies, the basics of database searching, the evaluation of Internet resources, and specifics on using a variety of online resources, such as the library catalog, Academic Search Premier, and JSTOR (See *InfoToGo web page*). Finally, the Information Desk is staffed with at least one librarian and one technician all the hours that the library is open with additional coverage during peak hours. Telephone reference service is provided, and a "Virtual Librarian" service allows questions to be answered via email. Faculty librarians also work in collaboration with Writing Center faculty and staff to provide a number of "Starting Your Research" sessions during each semester.

The Library evaluates patrons' satisfaction with facilities using administrative unit objectives. In 2005, the Library evaluated this administrative unit objective (AUO): "Clients will be satisfied with current Library

facilities". The Library distributed a five-question survey in September 2005, which questioned Planning and Design meeting minutes, patrons' use of and satisfaction with the library website, print and media collections, article databases, staff assistance, and library hours. 79.43% of those surveyed responded that they were satisfied or very satisfied with current library services. More recently, the Library has revised its AUO to focus on the actual physical environment of the Library: "Patrons will be satisfied with current Library facilities." Students, staff, faculty, and community members were surveyed regarding their satisfaction during the fall 2007 semester. Results of the survey indicate overall satisfaction (87.03%) with the overall feeling of the facilities. The highest levels of satisfaction were reported for quiet study areas (79.64%) and library computers (76.16%), while lower levels of satisfaction were reported for group study rooms (67.80%) and restrooms (67.16%) (See *Library PIE 2008-2009*). The results of these surveys are informing the Library's planning for an anticipated move into new facilities in 2012.

The Library uses student learning outcomes to evaluate student learning in LIBR 1A. Two outcomes are currently being assessed: "Students will be able to evaluate the reliability of information sources" and "Students will be able to prepare accurate citations for various sources." The first round of assessments took place during the spring 2009 semester. Library faculty also used student learning outcomes to assess the effectiveness of library information competency instruction sessions. Pre- and post-quizzes were collected in summer intersession 2007 and fall semester 2007. Data collection reveals an increase in student performance; however, most questions were correctly answered on the pre-quizzes. As a result, the Research and Institutional Effectiveness Department recommends Library faculty critically assess the assessment tool. Library faculty are currently investigating direct assessments related to information competency.

### *Learning Support Services*

The LAC Learning Lab offers ongoing instruction to students in computer workshops, including PowerPoint, Excel, and Word. The Lab offers one-on-one or class instruction with a 24-hour confirmation period. The Lab has course and/or workshop outlines and materials used in these workshops including identified student learning outcomes.

The LAC offers a variety of instructional offerings targeted especially to tutors: TUTOR 10A (Introduction to Tutoring, TUTOR 10B Tutoring in the English Language, TUTOR 10C Tutoring as a Supplemental Instructor, TUTOR 10D Tutoring in Mathematics, and its most recent offering, TUTOR 10R Tutoring in Reading). To meet Title 5 regulations on collecting apportionment for tutoring, these courses are offered one section each in fall and spring semesters; TUTOR 10A has the highest enrollment at between 15-30 students while TUTOR 10B typically has 8-12 students. As part of their general training, tutors review critical thinking models such as Bloom's taxonomy. Awareness of the elements of critical thinking and its connection to tutoring helps tutors develop students' skills in essential information literacy skills, such as evaluating sources, synthesizing information, and identifying what type of thinking is required for an assignment.

Tutors in the Writing Center computer lab help students with the library research database on an as-needed basis; they also help students assess the credibility of web-based sources when students are doing online research in the lab. The Writing Center provides hand-outs created in collaboration with the library, describing MLA and APA documentation styles and proper in-text citation. The Writing Center's Research Writing Workshop Part I focuses on issues of information competency as it teaches students how to find and evaluate sources both for credibility and relevance and directly introduces them to the online bibliographic resources of the library.

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## II.C.1.b. Self-Evaluation

### *Library*

The Library provides instruction in the range of skills students need to develop information competency and continually seeks ways to improve this instruction and make it available to more students. In fall 2008, library faculty began collaborating with Writing Center faculty and staff in offering workshops on "Starting Your Research" to students in the Writing Center. Also in fall 2008, library faculty began offering one hour "drop in" sessions on finding articles and evaluating websites. These drop-in sessions were not well attended, and the decision was made to discontinue them and focus on the collaborative workshops with the Writing Center.

The Library continues to work to meet its goal of providing instruction-based reference and information competency instruction services to support users' educational and research needs. The large number of requests for information and research assistance and information competency instruction bookings demonstrate that the Library is satisfying campus research needs, as do the results of the Library's AUO assessment of the services it provides patrons. The credit LIBR classes teach valuable critical thinking processes necessary for information competency; course offerings should be increased when funding and staffing are available.

The Library provides many learning opportunities for students—face-to-face instruction in classes or at the Information desk, web-based tutorials, and print copies of the library exercise and handouts. Since the last evaluation cycle, the Library has created two new credit classes, LIBR 1A and LIBR 1B, and offers many information competency instruction sessions and workshops every semester. The Library has begun using student learning outcomes to evaluate student learning in LIBR 1A and is currently reviewing data gathered from the assessment tools.

The Library is currently working on developing a strategic comprehensive curriculum plan for courses, workshops, and information competency. This includes

the possibility of expanding credit course offerings, both stand alone and through linked courses, as well as developing noncredit workshops.

### *Learning Support Services*

The college continues to provide information on learning support services to students through print and electronic means as well as incorporation of services in instruction and counseling. With the Student Services Guide, integrated tutoring services flyers and posters, tutoring services channel via the student portal, the college distributes information to students regularly. Moreover, students learn about learning support services from faculty who take their classes to visit the tutoring centers and from student success workshops and orientation to college classes taught by counseling faculty.

As anticipated budget shortfalls will influence the extent to which the college can continue to provide quality learning support services, the tutoring centers plan to coordinate planning efforts on scheduling, staffing levels, and service levels. For example, the LAC and the Writing Center together would offer the maximum array of services and hours possible as both areas consider service reductions in response to impending budget cuts. Similarly, the LAC and MARC/T-MARC would engage in comprehensive planning to support students enrolled in math courses.

The college meets the standard.

## II.C.1.b. Planning Agenda

The college is confident in its current efforts and directions in providing ongoing instruction for those who use the library and other learning support services so that they can develop information competency skills. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.C.1.c.

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other**

**learning support services, regardless of their location or means of delivery.**

## II.C.1.c. Descriptive Summary

### *Library*

The Library and Media Services offer extensive hours during the academic year. During the fall and spring semesters, hours are typically as shown below.

#### **Library:**

Monday through Thursday, 7:30 a.m. to 9:30 p.m.

Friday, 7:30 a.m. to 4:30 p.m.

Saturday, 9:00 a.m. to 4:00 p.m.

#### **Media Services:**

Monday through Thursday, 7:30 a.m. to 7:00 p.m.

Friday, 7:30 a.m. to 4:30 p.m.

During intersessions, the Library typically reduces hours by closing on Fridays and Saturdays. Media Services also closes on Fridays and reduces hours Monday through Thursday by closing at 5:00 p.m.

In response to student requests, for a brief period of time the Library was able to add Sunday hours and was open from 12:00 p.m.–4:00 p.m. during the spring 2007, fall 2007, and spring 2008 semesters. These additional hours were cut beginning in fall 2008 due to lack of ongoing funding and budgetary constraints. The Library was also forced to reduce hours during the summer 2009 intersession due to the continuing state budget difficulties and the impact of those issues on the community college system. During summer 2009, the Library was only open Monday through Thursday from 10:00 a.m.–7:00 p.m. Media Services reduced hours for summer 2009 to Monday through Thursday from 10:00 a.m.–5:00 p.m. Hours will be returning to normal for the fall 2009 and spring 2010 semesters. Hours for the winter 2010 intersession will again be reduced to the same hours as summer 2009 (See *Library; College Schedule of Classes*).

The Library is staffed with the following full-time staff and faculty: one administrator, six faculty librarians (although one of these is assigned 50% to Distance Learning and one is currently on 80% reassigned

time as Curriculum Liaison), 13 technicians, and one administrative secretary. Hourly part-time staff and faculty consist of 5–8 faculty librarians, eight technicians, and several student assistants. Staffing priority is given to filling the Circulation/Reserves and Information desks, with secondary attention given to the Periodicals desk. The Media Services desk is always staffed during its open periods, and information technicians fill in at all desks as needed. Two classified permanent part-time positions remain vacant due to budget cuts; as a result, the remaining staff cannot always cover four services areas, which means that some desks are left unattended. Prior to the fall 2009 semester, the Reserves collection was reorganized and moved to the Circulation desk. This reorganization resulted in additional seating and study area for students as well as increasing the effective and efficient distribution of personnel.

As part of its response to the action plan in the last accreditation cycle, the Library requested two new librarian positions in 2005 to 2006. One of these positions, a Reference/Instruction librarian, was approved. The hiring process for this position was completed during the summer of 2006, and the new librarian began work in fall 2006. The second position, a Reference/Collection Development librarian, was approved and filled during the 2007 to 2008 academic year.

Students have access to a full array of library resources even when the Library is physically closed. By using an EZProxy server, the Library provides remote access to electronic resources 24-hours a day, seven-days a week. Not only can students use the library catalog to find bibliographic records for books, periodicals, and audiovisual items, they can also access the full-text of approximately 20,000 electronic books through the catalog. The library's online databases give students access to millions of full-text articles, book chapters, images, and primary source documents. The recently added online research tutorials provide instruction and support for students even when the Library is closed, which further expands library support and services beyond the brick and mortar building.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### *Learning Support Services*

Mt. SAC provides learning support services to students and personnel responsible for student learning programs and services. The Learning Assistance Center (LAC) is available for students and faculty throughout the academic year. During fall and spring semesters, it is open as shown below:

Monday through Thursday, 7:30 a.m. to 10:00 p.m.

Friday, 7:30 a.m. to 4:00 p.m.

Saturday, 10:00 a.m. to 2:00 p.m.

Typical intersession hours are:

Monday through Thursday, 7:30 a.m. to 10:00 p.m.

Closed Friday through Sunday

However, the 50% reduced lecture hour equivalent (LHE) in classes saw commensurate reduction of service hours in summer 2009. The Library's hours were reduced to Monday-Thursday 10:30 a.m. to 7:00 p.m., for the first time in over a decade; the LAC also decreased its hours to a similar schedule.

The LAC is not well staffed in relation to the number of hours and days open and the number of students served. There are two classified personnel who work at the front counter, and there are only two classified staff members who work in the Skills Lab, where all LERN 81, 48, and 49 and READ 70 and 80 students must complete their lab hours. There are only two classified staff members in the Learning Lab, which does not adequately serve the students in the area. Information gathered under suggestions and comments from the Skills Lab Student User survey reiterates the need for more personnel.

### **II.C.1.c Self-Evaluation**

#### *Library*

The Library provides full array of resources that students, faculty, and staff can access anytime from any location. EZProxy software makes access to these resources easy, as students simply enter a username and password to login. This service is advertised in the form of handouts at public service desks and announcements

in each information competency instruction session. With the move by the campus to the Luminis Portal system during 2009, a single sign on for all online resources (Portal, Blackboard, library resources) has been instituted.

Although students can access many resources remotely, they do still need to visit the Library to seek reference assistance, to check out print materials, and to use audiovisual resources. Better to assist weekend students, Saturday hours were reinstated beginning with the fall 2005 semester, and Sunday hours were offered as funding allowed during spring 2007, fall 2007, and spring 2008. Use of audiovisual materials is limited to the hours that Media Services is open, which does not currently include any weekend hours. Services have also been negatively impacted by the reduction of hours during the summer 2009 intersession, especially in regards to information competency instruction. Faculty who are teaching early morning or evening classes were unable to request instruction for their students during the impacted session.

A hiring freeze in response to the state budget crisis will likely result in additional reductions in services to students, staff, faculty, and community. Two classified permanent part-time positions already remain vacant due to budget cuts.

The Library will restore extended hours when the campus budget permits. The library will collect data on questions asked at the Information Desk. This information will be analyzed and used to inform staffing plans. Moreover, the library will also continue to explore how to embed library instruction with content area courses including general education courses.

#### *Learning Support Services*

Due to budget constraints, the Learning Assistance Center (LAC) and Learning Lab had to cut hours of operation and hourly personnel needed to run the extended hours; for example, Tutorial Services cut Fridays from 9:00 a.m.–4:00 p.m. to 9:00 a.m.–1:00 p.m. and Saturdays from 9:00 a.m.–4:00 p.m. The Learning Lab has had to cut Friday night hours back to 4:30 p.m. in contrast to closing hour at 10:00 p.m.

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With the support of Basic Skills funds, the Learning Lab has been able to hire a full-time Learning Lab Assistant I to anchor the early morning hours and Saturdays in the lab; however, student assistant hours are still needed to support the 17,740 users in 2008 to 2009 (duplicated count).

Learning support services throughout the campus have been able to expand access for students in the form of a new Writing Center, which increased student access to writing tutoring, and Transfer MARC, which increased space and tutors for students taking transfer level mathematics. Additionally, the Speech and Sign Success Center offers one-on-one coaching and videotaping of student speakers to improve their success in Speech 1A classes. Any expansion of services requires additional funding, chiefly for hourly tutors to staff these services, and Basic Skills and Title V grant funds have augmented that support. However, the college's budget crisis has necessitated the hiring freeze of two 50% time permanent part-time Tutorial Services Assistant II positions as well as impending reduction to the hourly budgets that support these learning support services.

All learning support services will engage in planning during budget reduction times to provide services to students, including restoring service hours when budget permits with permanent staff and hourly staff as appropriate.

The college meets the standard.

### II.C.1.c. Planning Agenda

The college is confident in its current efforts and directions in providing adequate access to the library for students or personnel responsible for student learning programs and services regardless of their location or means of delivery. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.C.1.d.

**The institution provides effective maintenance and security for its library and other learning support services.**

### II.C.1.d. Descriptive Summary

#### *Library*

The Library provides adequate maintenance of its materials. Library faculty and staff members seek to ensure the quality of books and materials by participating in the updating, in the weeding, and in the preservation of the collection. Computer equipment and software is installed and maintained by the Systems Librarian, Learning Resources Computer Technician, and a Network Administrator. When needed, Learning Lab technicians provide additional technical support to the Library. Media Services technicians maintain the audiovisual equipment that is held in the Library and across campus.

The Library provides effective security for its materials. The self-contained facility, a 3M Detection System, and an Optex Morse security system keep materials safe within the building. While it is easy to monitor audiovisual equipment and materials that are housed in Media Services, it is challenging to track equipment held in campus classrooms and offices. The Library has taken several steps to monitor and secure Media Services equipment that is housed across campus. The Library has conducted an inventory of Media Services equipment. Each item has been given a barcode. Records for Media Services equipment are now entered into the Unicorn database using the SirsiDynix Integrated Library System (ILS). As equipment is added and deleted, the database is updated. SirsiDynix's PocketCirc, an inventory software program on a handheld computer, is used to maintain an accurate inventory of items in the field. After the inventory was completed, the equipment component of Media Services was relocated to the Broadcast and Presentation Services Department to centralize equipment inventory, purchase, service support, and security for the campus.

The Library relies largely on unpredictable funding sources—Basic Skills, State lottery funds, TTIP, and VTEA—to supply its budget. In 2008 to 2009, the Library purchased more than 11,000 books, ebooks, and audiovisual recordings and subscribed to approximately 100 full-text databases. However, costs for databases

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continue to increase annually by approximately 5% which, given the uncertain fiscal climate, means the potential cancellation of subscriptions (See *Library PIE 2008-2009*). Computer equipment comes to the Library as it is phased out of the Learning Lab. The Lab strives for a three-year replacement cycle, with one-third of machines being replaced each year. As they are replaced, the removed computers are rotated into Learning Technology Center classrooms, the Library, and LTC offices. Again, budgetary problems will likely result in longer replacement cycles and in ageing machines that demand more maintenance.

### *Learning Support Services*

Mt. SAC provides effective maintenance and security for its learning support services. Using the Learning Assistance Center support area, there are a network administrator and two Computer Facilities Supervisors accessible for any problems or complaints in the Learning Lab and throughout the building. There are 13 computer technicians ready to address any technical problems that may occur daily in the Learning Lab. The hourly personnel handle the security of the Learning Assistance Center and the Learning Lab. After hours, Campus Security handles the security, and Custodial Services addresses maintenance of the building.

Maintenance for other computer labs on campus is conducted by the Information Technology staff and division offices that supervise the labs. Security of the lab equipment in all other labs on campus is maintained by college employees assigned to these labs and Campus Security.

## II.C.1.d. Self-Evaluation

### *Library*

As the Library notes in its most recent PIE (Program Review) Division Summary, the Library's reliance on unpredictable funding sources and continually rising annual costs for databases creates the possibility that some subscriptions may have to be cancelled, which would negatively impact the quality of the collection.

Although it relies heavily on technology, replacement of aging computers is not a priority. Typically, the library receives computers that have been phased out of another area, such as the Learning Assistance Center, due to their age. The use of laptop computers for information competency sessions relies on access to the wireless network. Unfortunately, there have been ongoing issues with the reliability of this network, especially as more and more students bring their own computers to campus and attempt to access it.

Day-to-day maintenance of materials and equipment is satisfactory. Books and periodicals are kept in good condition and are replaced or discarded as needed. The Library has made significant progress in updating the collection. Students can now access over 100 full-text databases. Computer equipment and software are kept functional, and when problems arise, systems personnel work quickly to restore function.

The Library provides effective security for its materials.

Funding for materials and equipment is precarious at best. There is no ongoing funding for the replacement of computer hardware. Equipment will become obsolete without a permanent replacement schedule. Systems personnel keep machinery functional by using a small repair budget and old equipment and parts on hand, but new computers must also be bought. The level of service provided to students may decline if the library and labs cannot provide the latest technology.

Day-to-day maintenance of materials and equipment in learning support services is a shared responsibility between the lab employees and Information Technology team. IT receives and responds to Help Desk requests on equipment malfunctions; IT staff works with divisions and departments to plan equipment replacement and purchases.

The Library will investigate making computer replacement a permanent, ongoing budget item when the college budget stabilizes. Additionally, as stated in the Library planning document, 2008 to 2009:

- The Library will create an instructional equipment lifecycle plan.

- The Library will purchase and install additional wireless access points.
- The Library will purchase and install new batteries for laptop computers used for information competency sessions (See *Library PIE 2008–2009*).

### *Learning Support Services*

Collaborating with IT colleagues, learning support services will continue to develop equipment inventory and replacement plans even when the college does not have budget to repair and replace broken equipment. The continuous inventory process informs the prioritization of equipment to be repaired and/or replaced.

The college meets the standard.

### II.C.1.d. Planning Agenda

The college is confident in its current efforts and directions in providing effective maintenance and security for its library and learning support services. As the current planning endeavors are working well, there is no need for new planning efforts.

### II.C.1.e.

**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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### II.C.1.e. Descriptive Summary

#### *Library*

The Library participates in several agreements. Technology and Telecommunications Infrastructure Program (TTIP) and Vocational and Technical Educations

Act (VTEA) funds assist in the purchase of books and subscriptions to full-text databases. Many of these databases are purchased through the Community College Library Consortium (CCLC), a program which facilitates cooperative buying. Not only does the Library get discounts on databases, but it also gets products that have been reviewed by the Electronic Access & Resources Committee (CCL-EAR).

The Library's participation in the Inland Empire Academic Library Cooperative (IEALC) provides reciprocal borrowing privileges to students from a number of academic institutions within the Inland Empire. Libraries from 20 community colleges, universities, and private colleges participate in this cooperative. In 2008 to 2009, IEALC cards were issued to Mt. SAC students (See *IEALC agreement*).

Although faculty and staff cannot receive an IEALC card, many of the institutions participating in the cooperative will honor Mt. SAC faculty and staff IDs and allow them to check materials out. If materials are not available through these local institutions, faculty and staff may place inter-library loan requests with the Library Tech III—Acquisitions staff. No requests were placed during the 2008 to 2009 academic year, and only one has been placed so far during the 2009 to 2010 academic year.

The Library also has a reciprocal borrowing agreement in place with California State Polytechnic Institute, Pomona (Cal Poly). A new five year agreement was signed in August, 2009. This agreement provides the college's students, faculty, and staff with borrowing privileges at a research level university. Due to Cal Poly's geographic proximity, this is an excellent resource for the college's students, faculty, and staff to have available (See *Cal Poly Borrowing Agreement*).

Technical services prepares and processes all materials for the library collection and maintains an authority controlled database. To assist copy cataloging processes, the Library is a member of OCLC Online Computer Library Center. The Library obtains bibliographic and authority records from this computer library service. The Library contributes approximately 200 original

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cataloging records per year to the OCLC database and, in turn, obtains an average of 3,500 authority records and 2,500 bibliographic records from OCLC (See *OCLC contract/agreement*).

The SirsiDynix integrated library system (ILS) facilitates acquisitions, booking, cataloging, database maintenance, and circulation functions and generates statistics and reports. The SirsiDynix WebCat is the online public access catalog that allows students to find books, eBooks, and media, renew books, and place holds on books. The Systems Librarian completes the SirsiDynix software upgrades after thoughtful analysis and OCLC software as needed, communicates changes to library staff members, and obtains technical support for both vendors when needed. The primary goal is to have the most up-to-date software; however, additional criteria are also considered (See *SirsiDynix agreement*).

### *Learning Support Services*

The Learning Assistance Center's Tutorial Services, Skills Lab, MARC, and the Writing Center effectively utilize funding sources such as Basic Skills, Title V grant, and VTEA grant, as appropriate, to supplement the services. Each year, these funding sources require documentation of planning, of user activities, and of assessment as part of mandatory reports.

## II.C.1.e. Self-Evaluation

### *Library*

Collaborative arrangements contribute to successful library functions. They facilitate purchases, ease the staff's daily work load, and allow the Library to monitor the services it provides. It is expected that the Library will continue its connections with CCLC, IEALC, CalPoly, Sirsi, and OCLC, and the Library will also continue to seek TTIP and VTEA funds as a supplement to its ongoing budget. These contracts/services are evaluated annually (CCLC renewal notice), when agreements expire (the Mt. SAC-CalPoly library mutual lending agreement, 5-year period, recently renewed August 2009 to 2014), or when significant changes occur (TTIP funding for library materials ceased in 2005; VTEA funding request-for-proposal guideline changes).

The Library will address how the contracts and agreements will be reviewed and evaluated on an ongoing basis. The Library continues to review contract renewal for the Sirsi system as informed by how the college uses the system; moreover, anticipating the upcoming end-of-life of Sirsi WebCAT, the Library is investigating product options to continue its support of cataloging functions.

### *Learning Support Services*

As noted above, the learning support services labs purchase, review, and renew as appropriate any software and hardware required. The IT staff assigned to work in specific computer labs collaborate with divisions and departments to review hard- and software. The copiers are serviced by contractors with whom the college or the area labs have service agreements, and these service agreements are reviewed and evaluated annually as renewal notices arrive. To date, such contracted services occur at the department and/or division level, indicating a need to review for potential efficiency and cost savings through centralization of contracted services. Learning support programs will implement with any campus process to review and evaluate service contracts for photocopiers.

The college meets the standard.

## II.C.1.e. Planning Agenda

The college is confident in its current efforts and directions in documenting that formal agreements exist and that such resources and services are adequate when reliance or collaboration with other institutions occurs. The performance of these services is evaluated regularly, and the college takes responsibility for and assures reliability of these services. As the current planning endeavors are working well, there is no need for new planning efforts.

## II.C.2.

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to**

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**the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## II.C.2. Descriptive Summary

### *Library*

As part of the integrated campus planning process, the Library uses Planning for Institutional Effectiveness (PIE/ Program Review) to evaluate its services and set goals. Goals typically include development of inventory plans for instructional equipment and supplies, collaboration with academic departments/divisions and library faculty in collection development and circulation, improving services to students, increasing student knowledge and skills competency, developing plans to maximize staff, and establishing the need for new positions (See *PIE documents (archive)—2007-2008, 2008-2009*). In addition to PIE, the Library collects and monitors statistics on information competency instruction sessions scheduled, books circulated, and periodicals and databases used. The quality of services and facilities is evaluated using administrative unit objectives (AUOs—part of the PIE process). One result of the Library's ongoing planning processes is the decision to consolidate the Reserves and Circulations Desks into one service point to provide improved staff coverage and better service to students. The Library has used student learning outcomes to evaluate the effectiveness of library information competency instruction sessions; it will begin using student learning outcomes to assess student learning in LIBR 1A and, in winter 2010, is currently reviewing data gathered from the assessment tools.

While usage statistics are currently utilized to make renewal decisions, the retrieval, the compilation, and the analysis of the data has been a challenging process. To improve the systematic assessment of database usage, the library has subscribed to SerialsSolutions' 360 Counter. 360 Counter will aggregate the data, will standardize titles, will calculate usage and costs, and will generate reports for analysis. This one-year subscription will allow for two years of data to be collected and analyzed. Data gathering includes all

2008 data, and there will be two additional retrievals over the 2009 year.

Usage statistics, which represent the number of searches and retrievals, are, however, just one aspect of evaluating database usage. In the 2009 to 2010 academic year, the library will also be undertaking a project to analyze bibliographies and to analyze how and how much students are using articles retrieved through the library databases.

### *Learning Support Services*

All of the learning support services engage in faculty and/or student surveys to assess how student needs are met and how improvements could be made (See *Learning Assistance PIE 2008-2009*). All TUTOR courses have two SLO's in place, and TUTOR 10A has gone through an entire assessment cycle.

## II.C.2. Self-Evaluation

### *Library*

The Library has provided evidence that it evaluates student achievement using student learning outcomes. LIBR 1A students were assessed during the spring 2009 semester, and in fall 2009 the library faculty evaluated the results of the assessment. LIBR 1 has not been offered in two years, and LIBR 1B has not yet had sufficient enrollment to remain open, so assessment efforts have not yet been undertaken.

### *Learning Support Services*

Mt. SAC Tutorial Services has provided evidence that they contribute to the achievement of student learning outcomes through Strategic Actions and Administrative Unit Objectives (See *LAC Tutorial Services PIE 2008-09*). The results of these evaluations are being used to improve the program and student achievement.

The college meets the standard.

## II.C.2. Planning Agenda

The college is confident in its current efforts and directions in evaluating library and other learning

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support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. Mt. SAC uses the results of these evaluations, via PIE, as the basis for improvement. As the current planning endeavors are working well, there is no need for new planning efforts.

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## Standard III: Resources



# Standard III

## Resources

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

### III.A. Human Resources

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

### III.A. Descriptive Summary

The institution employs qualified personnel that fully support student learning programs and services. Human Resources manages, monitors, and evaluates a highly structured set of policies and procedures for recruiting and hiring personnel. The policies and procedures are based on the mission of the college, on institutional effectiveness, and on the in-depth job descriptions and announcements for positions. Job descriptions describe in detail the roles, responsibilities, and requirements for all positions. Before positions are advertised, President's Cabinet discusses need and funding, always using planning data and reports in deciding whether or not to open positions.

Both Administrative Procedures and Board Policies establish fair and equitable treatment of all employees (See *Administrative Procedures—AP 7120*; *Board Policies—BP 3050*). Human Resources is always available to discuss any personnel issues with employees and their union representatives. The college's contracts with the unions provide a demonstration of its equitable treatment of its employees. All employee groups (faculty, classified staff, confidential, and management) are regularly and systematically evaluated (See *Management Evaluation Process; Agreement—Mt. San Antonio College District and CSEA 262; Agreement—Mt. San Antonio College District and CSEA 651; Agreement—Mt. San Antonio College District and Faculty Association*). The Professional and Organizational Development (POD) Office offers a variety of workshops and activities designed to provide professional development opportunities for all staff including computer applications, working with students with disabilities in the classroom, and dealing with stress in the workplace (See *Professional and Organizational Development*).

The college's commitment to diversity is evident in activities, events, programs, and celebrations highlighting the significant educational role played by college employees of diverse backgrounds (See *Administrative Procedures*). The Campus Equity and Diversity Committee convened in spring 2010 after several years of inactivity. As of February, 2010, the committee is working to ensure all constituent groups are adequately represented as participation has been minimal. The State Chancellor's Office issued a model Equal Employment Opportunity (EEO) Plan. However, the requirement to have an approved plan in place has been pushed back as a result of the current fiscal crisis. Nonetheless, once the fiscal crisis is resolved, the State Chancellor's Office will finalize the plan

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requirements, at which time the college will have one year to get its plan in place. As such, one of the goals of the committee will be to work on putting a draft of that plan together (See *Campus Equity and Diversity Committee*).

At this point, the purpose and function of the committee are as follows:

### *Purpose*

1. To foster a climate of equal opportunity, educational excellence, success for all students and to strengthen and expand the capacity of every officer and employee through the demonstration of sensitivity to, and understanding of, the diversity of the students we serve.
2. To foster a workforce that is diverse through equal employment opportunity for all and through the assurance that all efforts will be made to eliminate and/or avoid unlawful discrimination.

### *Function*

1. To develop an updated Equal Opportunity Plan.
2. To develop a means of assuring that every stage of the employment process appropriately reflects a sensitivity to, as well as an understanding of, the diversity of the students we serve.
3. To establish a Diversity Training Program for members appointed to hiring committees.

The Office of Human Resources currently uses "People Admin," a software program, for processing job applications (See *Online Jobs at Mt. SAC*). This system is designed to generate reports on ethnicity, gender, etc. for all potential employees in specific categories (faculty, classified staff, management, confidential). These reports are assessed by the Office of Human Resources to determine the college's record in employment equity and diversity. Additionally, the Office of Human Resources utilized new recruitment sources targeting underrepresented applicant groups.

Human Resources planning is integrated with institutional planning in many areas. For the college's program review, Planning for Institutional Effectiveness

(PIE), the college asks each unit to conduct its unit-level planning and to include in that planning any resources, including new positions, needed. This unit-level planning is then given to the manager of the unit and eventually to the Vice President of the area for planning purposes (See *PIE documents (archive)*). As new hiring opportunities become available, these PIE planning tools are used to prioritize the hiring. Another area in which human resources planning is integrated with institutional planning is in the master plans. The Educational Master Plan (EMP) contains the major areas' current and anticipated future planning needs, including human resources (See *Educational Master Plan*). While the plan was created based on a growth scenario, the planning tools are used to review the current and anticipated future directions of the unit based on the current and future budgetary needs of the institution. Finally, human resource planning is also evident in President's Cabinet. All vacant or new positions are reviewed by President's Cabinet, and strategic decisions are made based on the college's mission, institutional effectiveness, and budget needs. The college's unit-level planning is also taken into consideration in the review process.

### **III.A. Self-Evaluation**

Mt. SAC has qualified personnel that support student learning programs and services. The employees are hired under hiring processes grounded in the college mission and controlled through regularly reviewed policies and procedures. The college uses multiple recruitment methods to attract applicants from diverse backgrounds. All applicants are vetted on their qualifications and on how well they align with the requirements defined for positions. The college mission statement informs all decisions related to hiring, and Board Policies and Administrative Procedures guide all processes attendant recruiting and hiring. Administrative Procedures and Board Policies, Human Resources procedures, and collective bargaining agreements ensure that all employees are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. The college's program review process, PIE, and its Educational Master Plan

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clearly demonstrate that human resource planning is integrated with institutional planning.

The college meets the standard.

### III.A. Planning Agenda

The college is confident in its current efforts and directions in employing qualified personnel, regularly and systematically evaluating all personnel, providing professional development opportunities, and making positive efforts to encourage diversity. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.A.1.

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

#### III.A.1. Descriptive Summary

Mt. San Antonio College has policies and procedures that ensure that the recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards (See *Administrative Procedures—AP 7120 and AP 7232*).

Job announcements are comprehensive and accurately describe the duties and qualifications for positions. Announcements are reviewed by the departments/teams to ensure that the required qualifications, education, and training are consistent with the position. State mandated minimum qualifications are included on all announcements. The Office of Human Resources reviews all job announcements for accuracy before public distribution. Screening committees review applications, using a standardized procedure, to identify those applicants qualified for the position. Further review of qualified applicants results in the selection of individuals to be interviewed for the position. Second interviews are conducted, as necessary, with the

committee chair and the appropriate Vice President and/or the college President (See *Minimum Qualifications for Faculty and Administrators in California Community Colleges*).

#### III.A.1. Self-Evaluation

The college has established clear and concise criteria for employing personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. The college ensures that faculty and staff are hired according to minimum qualifications established in Education Code, by the California Community College Chancellor's Office, and by other outside agencies in programs where such mandates are appropriate. Selection procedures are strictly adhered to and are periodically reviewed and revised to ensure that the process results in the selection of qualified personnel.

The college meets the standard.

#### III.A.1. Planning Agenda

The college is confident in its current efforts and directions in employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.A.1.a.

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

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**by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### III.A.1.a. Descriptive Summary

Job announcements for all positions include an overview of the position, examples of key duties and responsibilities, employment standards, qualifications, application procedure, selection procedure, and information on salary and benefits.

Job announcements are circulated widely, both in electronic and printed formats, through newspaper ads, ACCCA Job Trac-online, Human Resource mailings, Mt. SAC website, and the 24-hour Mt. SAC Job Line—(909) 594-5611, Extension 3600.

Personnel employed by Mt. SAC are selected using a rigorous recruitment and selection process. Potential employees apply for open positions, submit a job application, and, if selected for further consideration, attend the job interview(s). The selection procedures reflect California Labor Law, Title 5, and the Education Code to ensure compliance.

The composition of hiring committees for management, faculty, and classified positions is clearly defined in Administrative Procedure 7120—Recruitment and Hiring. Management screening committees consist of managers, faculty, one classified employee, a Human Resource Representative, and an Equal Employment Opportunity (EEO) Representative. Faculty screening committees consist of one area administrator, the department chair, and three faculty persons selected by vote of the department. In addition, an EEO Representative is a non-voting member of the committee. For each classified position, the screening committee consists of a manager of the open position, one classified staff within the department, one classified staff selected by the appropriate CSEA unit, and one optional member recommended by the Office of Human Resources. The committee may include an EEO Representative as a non-voting member.

Minimum qualifications are clearly stated on faculty job announcements (See *Minimum Qualifications for*

*Faculty and Administrators in California Community Colleges*). Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established by the National Association of Credential Evaluation Services (NACES), which is a credential evaluation service founded in 1987 (See *NACES website*). It is the candidate's responsibility to use this service for equivalence, and it is posted on the college's website. The college has also adopted a procedure for establishing equivalencies to minimum qualifications. The Academic Senate closely monitors and reviews all applications for equivalencies through the Equivalency Committee (See *Equivalency Committee*). Recommendations from the Equivalency Committee are forwarded to the Academic Senate for final approval. In addition to showing a need for meeting minimum qualifications, faculty job announcements clearly indicate a requirement of discipline expertise, effective teaching abilities, and participation in scholarly activities.

Screening committee members review applicants' materials and rate applicants based on pre-determined, committee-validated criteria related to the job notice criteria. Committees use these ratings to identify applicants to be interviewed. Screening committees develop interview questions, written assignments, and in some cases oral presentations, as warranted. The interview questions and writing assignments are designed to solicit job-related information relative to the skills, the attitudes, and the knowledge of the applicants. Interview questions and writing assignments are approved by the Vice President of Human Resources.

Screening committees must recommend two or more applicants (faculty or management) for interview by the college President/CEO and his/her designee(s); however, there have been times when there is only one candidate recommended. A recommendation of one candidate must be accompanied by a written explanation from the hiring manager. The college President/CEO will make the final recommendation to the Board of Trustees.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Most classified employees are not interviewed by the college president/CEO; department managers generally recommend finalists for Board approval. Not all departments want or need final (i.e., second) interviews. In those instances, the decision is made by the manager, the classified representative, the CSEA classified representative, and sometimes an optional member, who has been sitting on the screening committee. Recommendations on these hires are finalized by the appropriate Vice President before submission to the Board of Trustees for approval.

### III.A.1.a. Self-Evaluation

The college establishes clearly and publicly stated criteria, qualifications, and procedures for selection of personnel. Job announcements are directly related to the mission and to the goals of the college and accurately reflect position duties and responsibilities. Selection of faculty and other employees includes knowledge of subject matter, effective teaching, scholarly activities, and the potential to contribute to the mission of the college. Degrees held by faculty and other employees are from institutions accredited by recognized U.S. accrediting agencies, and those from non-U.S. institutions are recognized only if equivalence has been established.

The college meets the standard.

### III.A.1.a Planning Agenda

The college is confident in its current efforts and directions in establishing clearly and publicly stated job criteria, in ensuring that job descriptions are directly related to the institution's mission and goals, and in ensuring that faculty are selected based on relevant criteria. Faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.1.b.

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

### III.A.1.b. Descriptive Summary

Mt. SAC has clearly established evaluation procedures for all personnel, including the Board of Trustees, the college President/CEO, managers, faculty, and classified staff.

The Board of Trustees conducts a self-assessment process every year. The self-assessment process includes the completion of a self-assessment instrument by each member of the Board, a discussion and compilation of the results to the Board of Trustees, and the development of a set of objectives for the next year (or next two years) (See *Administrative Procedures—AP 2745; Board Evaluation Form; Board Evaluation 2005, 2006, 2008, 2009, 2010*).

The evaluation of the college President/CEO is based on the job description, the goals 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 to be considered for the following year. The annual evaluation is scheduled to coincide with the conclusion of the college President /CEO's contract year (See *Administrative Procedures—AP 2435*). The college is consistent with the presidential evaluations.

The Administrative Employees Evaluation Procedures were revised in late 2006. The evaluation period for administrators is defined as the first year of

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employment and every two years thereafter. The evaluation procedure is divided into four components. The first component is a review of professional goals and objectives for the evaluation period. The goals are established by the administrator and reviewed by the administrator's supervisor. The second component of the procedure is performance. The evaluating administrator completes the twelve performance elements of the evaluation instrument, marking the box that most accurately describes the administrator's performance for that particular area. The third component is the review process. The evaluating administrator must meet with the administrator being evaluated to review the evaluation and the goals for the next evaluation period. In the final component, goals and objectives are developed for the next review period (See *Management Evaluation Process*).

The evaluation process for full-time tenured faculty is a three-year process and is the responsibility of the individual faculty member. The process consists of student evaluations (first year), classroom visitations (second year), and a summary of the evaluation activities (third year). The administrative evaluation occurs during the spring semester of the third year. The documents are combined and include the administrative evaluation report (See *Agreement—Mt. San Antonio College District and Faculty Association*).

The evaluation process for probationary faculty is a four-year program. An evaluation team consisting of management and tenured faculty conducts the various elements of the process. Evaluation is continual throughout the probationary period. The process consists of classroom visitations, student evaluations, development of a portfolio, and an administrative evaluation. At the satisfactory conclusion of the four-year process, the faculty member is granted tenure.

The evaluation of adjunct and partial contract professors is conducted on a three-year cycle. This process is generally managed by the department chair or designee. The process consists of classroom visitations, student evaluations, and a summary evaluation. Adjunct faculty who have earned rehiring rights are responsible for their own evaluations.

Faculty members serving as department chairs are evaluated annually. The division Dean or immediate administrator will prepare and complete the department chairperson evaluation report. Each department chairperson examines his/her own performance, including the establishment of goals for his/her professional growth, and seeks ways to become more effective in his/her work with students and colleagues. Each year an annual evaluation meeting is held with the department chairperson and his/her division Dean or immediate administrator at which time information is presented regarding the results of the self-evaluation process including the agreed upon goals and objectives. The faculty members of the department are given the opportunity to complete the Chairperson Peer Evaluation Form. These forms are distributed to all members of each department by the division dean or immediate administrator and are kept confidential. The division dean or immediate administrator prepares a single report incorporating the self-analysis, the peer evaluation, and the department chair performance expectancies listed in the faculty agreement.

During the first year of employment with the college, classified staff are evaluated twice before their probation period ends (unless it is extended to one year, but this happens rarely). Subsequent to the probationary period, classified staff are evaluated annually. Evaluation criteria include quality of work, quantity of work, work habits, personal relations, initiative, and supervisory skills (if applicable). The Office of Human Resources provides the managers with a reminder regarding the annual review (See *Agreement—Mt. San Antonio College District and CSEA 262—Article 14; Agreement—Mt. San Antonio College District and CSEA 651—Article XII*).

### III.A.1.b. Self-Evaluation

The college has clearly defined evaluation processes for all employee groups including the Board of Trustees. These procedures include the frequency of the evaluation processes as well as clearly defined written criteria. The evaluations of the Board of Trustees and the college President/CEO are clearly defined in the

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college's Administrative Procedures. The evaluation procedures for faculty are clearly defined in the faculty agreement. The evaluation process for classified staff is outlined on the evaluation form found in the appendices of the classified collective bargaining agreements.

The college should discuss via the appropriate processes how more clearly to define follow-up procedures for both management and classified evaluation processes, especially when it is determined that the employee is not meeting job performance expectancies.

The college meets the standard.

### III.A.1.b. Planning Agenda

The college is confident in its current efforts and directions in the systematic evaluation of all personnel. Written criteria have been established, and the processes seek to assess the effectiveness of personnel and to encourage improvement. Actions taken following evaluations are formal, are timely, and are documented. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.1.c.

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

### III.A.1.c. Descriptive Summary

Full-time faculty teaching at least 30 lecture hour equivalents must include six supplemental hours (for contract teaching faculty), which includes attendance at department meetings, participation at college commencement (See *Commencement June 2009 Webcast*), and the review and maintenance of existing curriculum. Supplemental hours may include college and contractual committees, arranged consultation, campus activities, curriculum development, student activities, student learning outcomes (SLO) work, business and community relations, and other appropriate non-classroom activities that directly

relate to the unit member's assignment or which bring a benefit to the college. Faculty document their involvement in SLOs and general education outcomes (GEOs) on the yearly report of supplemental hours form, which is due two weeks following the end of the spring semester (See *Agreement—Mt. San Antonio College District and Faculty Association—Article 10.A.2. and Appendix H.11.*).

### III.A.1.c. Self-Evaluation

Faculty involvement in the development of student learning outcomes is a component of the faculty evaluation process. Faculty can meet their supplemental hour requirement by participating in both SLOs and GEOs. Faculty are encouraged to document their participation in SLOs and GEOs on the Yearly Report of Supplemental Hours.

The college meets the standard.

### III.A.1.c. Planning Agenda

The college is confident in its current efforts and directions in including a measure of progress towards student learning outcomes as a component of the evaluation process for faculty and others directly responsible for student progress toward achieving stated student learning outcomes. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.1.d.

**The institution upholds a written code of professional ethics for all of its personnel.**

### III.A.1.d. Descriptive Summary

The institution has an Administrative Procedure (See *Administrative Procedures—AP2715*) for the Board of Trustees outlining a code of ethics and standards of practice for board members. This procedure outlines performance norms and a commitment to a set of values guiding the performance of the Board of Trustees.

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The Academic Senate at Mt. SAC has adopted the Statement of Professional Ethics from the American Association of University Professors (AAUP). This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking above all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community (See *Administrative Procedures—AP 2715; American Association of University Professors (AAUP) Statement on Professional Ethics*).

The institution has also established a Professional Relations Committee through the Academic Senate. This committee is working on developing written codes of professional ethics for faculty (See *Academic Senate End of Year Report 2007-2008*). The college has an Institutional Code of Ethics for all its employees that states, "The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office" (See *Board Policies—BP 3050*).

### III.A.1.d. Self-Evaluation

Although the faculty, through the Academic Senate, have adopted the Statement on Professional Ethics document and the Board of Trustees have a clearly established code of ethics, the college needs to establish more universal codes of professional ethics for all of its personnel. Additionally, the personnel at the college need to be made aware that such codes exist and be provided with training opportunities to learn how to act in such a way as to enforce adopted codes.

The Professional Relations Committee has forwarded its recommendation regarding professional codes of ethics to the Academic Senate. After approval by the Academic Senate, the recommendation will be presented at Academic Mutual Agreement Council. Institutionalization of the codes will be the result of approval by AMAC and the President's Cabinet.

The college meets the standard.

### III.A.1.d. Planning Agenda

The college is confident in its current efforts and directions in upholding a written code of professional ethics for all of its personnel. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.2.

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

### III.A.2. Descriptive Summary

The college uses a planning model to ensure it has a sufficient number of qualified employees. Needs for new staff are identified through the Planning for Institutional Effectiveness (ePIE) process, which is the college's program review process. Departments and teams provide documentation to the college connecting staffing requests to college and/or department goals. The link between planning and resource allocation is evident in the PIE process. The resource requests in PIE identify program needs. Approval of the requests requires more thoughtful planning and prioritization. Once the department's PIE request for a new employee has been granted, then the formal paperwork is submitted to fill the position (See *PIE documents (archive)*).

New or replacement positions in management are established when the appropriate Vice President or the college President/CEO submits to the Office of Human Resources 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 the President's Cabinet (See *Administrative Procedures—AP 7120*).

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By November of each year, the need for contract faculty for the following year is developed by each department and recommended to the area administrator. The area administrator, in consultation with the department chairs, or a representative of the department if a department chair does not exist, prioritizes those requests and forwards them to the Vice President, Instruction. The Vice President, Instruction, in consultation with the Academic Senate and the area administrators, prioritizes the needs and submits a list to the Academic Mutual Agreement Council for approval (See *Academic Mutual Agreement Council*).

Following approval, the college President/CEO issues instructions to the Office of Human Resources for filling the positions, based on the established hiring procedures. The college is committed to meeting or exceeding the full-time faculty obligation number (See *Full-Time Faculty Obligation (FTFO)*), California Community College Full-time Faculty Obligation for fall 2008 and Title 5 Sections 53302, 53309 and 53310).

For classified employees, the appropriate Vice President or the college President/CEO submits a Request to Fill Form to the Office of Human Resources. Such a request should be accompanied by a current job description for the position. The position must be approved by Fiscal Services and the President's Cabinet (See *Administrative Procedures—AP 7120*).

### III.A.2. Self-Evaluation

The college maintains a sufficient number of qualified faculty, staff, and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. The annual electronic Planning for Institutional Effectiveness process is the avenue in which this is accomplished.

The college meets the standard.

### III.A.2. Planning Agenda

The college is confident in its current efforts and directions in maintaining a sufficient number

of qualified faculty members with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.3.

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

#### III.A.3. Descriptive Summary

The institution systematically develops personnel policies and procedures that are available for information and review. Both Board Policy and Administrative Procedures include chapters on Human Resources (See *Board Policies; Administrative Procedures*). These policies are reviewed regularly, and when changes are made to Board Policy, the changes are approved by the Board of Trustees (See *Board of Trustees Minutes*). When changes are made to Administrative Procedures, the changes are presented to the President's Advisory Council (See *President's Advisory Council*). All final policy changes are communicated to the campus through electronic communications from the President's Office.

#### III.A.3. Self-Evaluation

The college systematically develops personnel policies and procedures that are available for information and review and administers those policies equitably and consistently. Revisions to these documents are handled through the appropriate means and communicated to the college (See *Administrative Procedures Announcement December 2007; Administrative Procedures Announcement December 2008; Administrative Procedures Announcement December*

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

2009; Board Policies Announcement December 2007; Board Policies Announcement December 2008; Board Policies Announcement December 2009).

The college meets the standard.

### III.A.3. Planning Agenda

The college is confident in its current efforts and directions in developing and administering personnel policies equitably and consistently. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.A.3.a.

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

#### III.A.3a. Descriptive Summary

The Chief Human Resources Officer ensures that proper job analyses are performed for every job filled by the college to determine and to validate the knowledge, skills, abilities, and characteristics an employee must possess to perform the job satisfactorily. Every job description provides a general statement of job duties and responsibilities. Recruitment is conducted actively within and outside the college work force. Open recruitment is mandated for all new full-time and part-time positions, except under limited circumstances. Recruitment efforts utilize outreach strategies designed to ensure that all qualified individuals, from all monitored groups, are provided the opportunity to seek employment with the college (See *Administrative Procedures—AP 3420*).

The college is an equal opportunity employer (EOE). The policy of the college is to encourage applications from ethnic and racial minorities, women, persons with disabilities, and Vietnam-era veterans. No person shall be denied employment because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex

(gender), age, sexual orientation, or the perception that a person has one or more of these characteristics.

The application for employment affords each applicant an opportunity to identify himself or herself voluntarily as to gender, ethnicity and, if applicable, his or her disability. This information is maintained in confidence and shall be used only for research, for validation, for monitoring, for evaluation of the effectiveness of the Plan, or as authorized by law.

Screening, selecting, and interviewing candidates for all positions includes thorough and fair procedures that are sensitive to issues of diversity and fair employment laws. The procedures must address the establishment of a diverse and representative screening committee and training of committee members to monitor conformance with EEO requirements.

#### III.A.3.a. Self-Evaluation

The college has clearly defined policies and procedures that ensure fairness in all employment procedures. These policies and procedures are monitored closely by the Vice President, Human Resources.

Administrative Procedures are systematically evaluated and revised through the President's Advisory Council (PAC). PAC determines where the revisions, changes, or additions should be made and forwards those requests to the appropriate committee, to the Academic Senate, or to operational teams. Administrative Procedures addressing academic and professional matters are reviewed by the Academic Senate and forwarded to the Academic Mutual Agreement Council for final approval. The Administrative Procedures are posted on the college website, and any changes are outlined in campus-wide e-mails (See *President's Advisory Council, Administrative Procedures; Academic Senate; Academic Mutual Agreement Council; Administrative Procedures Announcement December 2007; Administrative Procedures Announcement December 2008; Administrative Procedures Announcement December 2009*).

The college meets the standard.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### III.A.3.a. Planning Agenda

The college is confident in its current efforts and directions in establishing and adhering to written policies ensuring fairness in all employment procedures. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.3.b.

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

### III.A.3.b. Descriptive Summary

As required by Education Code Statute, personnel files are private and permanent records. Every employee has the right to inspect his/her personnel records as outlined in Education Code and Labor Code. Derogatory materials are not entered into an employee's personnel record unless and until the employee is given notice and is given an opportunity to review and comment on that information. Employees have the right to have their own comments attached to any derogatory statements. Employees also have a right to inspect their own personnel file. The review of personnel files takes place during normal business hours, and the employee is freely released from duty for this purpose.

The Office of Human Resources retains all required and necessary employment-related documents in personnel files (See *Administrative Procedures—AP 7145; Agreement—Mt. San Antonio College District and Faculty Association—Article 18; Agreement—Mt. San Antonio College District and CSEA 651—Article XII.A; Agreement—Mt. San Antonio College District and CSEA 262—Article 14.01*).

### III.A.3.b. Self-Evaluation

The college has clear provisions to ensure the security and the confidentiality of personnel records. Additionally, each employee has access to his/her personnel records in accordance with law. Specific

language regarding personnel files can be found in the agreements between the District and the campus unions.

The college meets the standard.

### III.A.3.b. Planning Agenda

The college is confident in its current efforts and directions in making provisions for the security and the confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.4

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

### III.A.4. Descriptive Summary

The college demonstrates its understanding and concern for issues of equity and diversity through its policies and practices. The college is committed to promoting diversity campus wide through its student body as well as its employees. The college maintains a commitment to diversity through the recruitment and retention of employees and students who reflect the diversity of the communities in the District. Every effort is made to initiate and to establish specific activities and programs designed to meet the college's diversity goals and objectives to foster equal participation and to ensure a campus climate that welcomes and respects differences (See *Administrative Procedures—AP 7100; College Goals and Strategic Objectives*).

One of the college's goals states: "The College will provide opportunities for increased diversity and equity for all across the campus". A strategic objective that follows this goal is to increase opportunities for diversity in employment by identifying at least five new recruitment sources targeting underrepresented applicant groups.

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Hiring practices and procedures address equal opportunities. The college's position on equal opportunity is present on all job announcements, and an Equal Employment Opportunity representative is included on all hiring committees for which one is required in accordance with Administrative Procedures.

The college's commitment to equity and diversity is evidenced in the Student Equity Plan, in the numerous student clubs on campus that recognize diverse groups of individuals, in the programs and events offered through the performing arts center, in professional development activities and workshops, and in other special events and services offered through the college (See *Student Equity Plan; Equity for All; Student Events and Activities; Performing Arts Schedule; Professional and Organizational Development*).

### III.A.4 Self-Evaluation

The college demonstrates its commitment to equity and diversity through a variety of events, programs, and services. Additionally, one of the college's goals clearly demonstrates a focus on increasing opportunities for diversity and equity for all across the campus.

The college meets the standard.

### III.A.4 Planning Agenda

The college is confident in its current efforts and directions in equity and diversity by providing programs and services for employees and students that highlight and celebrate differences and fairness to all. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.A.4.a

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

#### III.A.4.a. Descriptive Summary

The college offers a variety of training, workshops, and staff development activities through the Office of

Professional and Organizational Development designed to support its diverse personnel (See *Professional and Organizational Development*). These support services are designed to enhance the employee's home and work environments. These offerings include classroom applications, computer applications, personal development, and a variety of conferences and retreats (See *Agreement—Mt. San Antonio College District and Faculty Association—Appendices B, D, E and Article 10.A*).

The Teaching and Learning Center (TLC), funded with Basic Skills money, focuses on learning and teaching in the classroom, involves sustained inquiry to promote student learning, supports dissemination of findings to others, and utilizes multiple methods to promote best teaching practices (See *Teaching and Learning Center*).

College employees and students are offered discount memberships to the Wellness Center, opportunities for childcare, and a variety of services offered through the Student Health Center (i.e., TB testing) (See *Wellness Center; Student Health Center*).

Opportunities for faculty to participate in programs outside of basic assignments are available through a variety of reassignments. Most of these appointments are made by the Academic Senate and provide faculty with reassigned time and/or stipends to perform duties outside of regular classroom teaching. These opportunities include coordinating programs such as International Education, the New Faculty Seminar, the Observatory, the Wildlife Sanctuary, the Flying Team, the Forensics Team, and the Distance Learning program at the college.

#### III.A.4.a Self-Evaluation

The college provides its diverse personnel with a variety of programs, practices, and services. These programs are offered through Professional and Organizational Development, the Teaching and Learning Center, the Student Health Center, and the Wellness Center and are present in the Faculty Agreement.

The college meets the standard.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### III.A.4.a Planning Agenda

The college is confident in its current efforts and directions in creating and maintaining appropriate programs, practices, and services that support its diverse personnel. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.4.b.

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

### III.A.4.b. Descriptive Summary

The Office of Human Resources currently uses People Admin for job applicants (See *Online Jobs at Mt. SAC*). This system is designed to generate reports on ethnicity, gender, etc. for all potential employees in specific categories (faculty, classified staff, management, confidential). These reports are assessed by the Office of Human Resources to determine the college's record in employment equity and diversity. Additionally, the Office of Human Resources utilized new recruitment sources targeting underrepresented applicant groups. The college is working on its EEO Plan, but it is now not required by the California Chancellor's Office for another four years.

### III.A.4.b. Self-Evaluation

Although the college has been using the People Admin system for the past two years, the college has just begun generating reports from the system regarding applicant data for the various positions. These reports will allow the college to assess the diversity of the pools and will provide direction as to how the college's current employment processes might be improved. The college also assesses its success in the utilization of the new recruitment sources targeting underrepresented applicant groups.

The college meets the standard.

### III.A.4.b. Planning Agenda

The college is confident in its current efforts and directions in regularly assessing its record in employment equity and diversity consistent with its mission. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.4.c.

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

### III.A.4.c. Descriptive Summary

The college has internal policies and procedures that reflect Labor Law, the Education Code, and Title 5 documented in the Administrative Procedures (See *Administrative Procedures—AP 3410, 3430, 3435, and 7100*) and collective bargaining agreements for the fair and equitable treatment of employees and students (See *Agreement—Mt. San Antonio College District and CSEA 262; Agreement—Mt. San Antonio College District and CSEA 651; Agreement—Mt. San Antonio College District and Faculty Association*).

Faculty Evaluation Procedures and Personnel Files, Grievance Procedure, and the Dispute Process in the Faculty Agreement outline procedures to be followed by faculty for any alleged violation of contractual rights or any claim that there is a conflict between a unit member and the District, or a unit member versus another unit member. Every year the District and the Faculty Association re-open negotiations and make improvements to the evaluation process as deemed appropriate, as do the CSEA units.

The college's Catalog provides students with detailed information regarding college policies, academic policies, and matriculation requirements. The college's Student Equity Plan outlines the many ways the college is changing, is evaluating, and is assessing its programs and services to provide equity for its students (See *Student Equity Plan*). The college's EEO Plan will also examine, evaluate, and assess equity issues for its employees.

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### III.A.4.c. Self-Evaluation

Faculty and classified agreements, Administrative Procedures, Board Policy, and equity plans all document the multitude of ways the college demonstrates integrity in the treatment of its administration, its faculty, its staff, and its students. The college's record of processing grievances at the lowest level and avoiding arbitration hearings clearly demonstrates that these processes are working.

The college meets the standard.

### III.A.4.c. Planning Agenda

The college is confident in its current efforts and directions in demonstrating integrity in the treatment of its administration, its faculty, its staff, and its students. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.5.

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

### III.A.5. Descriptive Summary

The Office of Professional and Organizational Development (POD) offers many workshops and courses to its employees that are consistent with the college's mission and based on the identified teaching and learning needs. The Professional Development Council (PDC) provides direction to POD for facilitating activities and events that ensure classified staff, faculty, and managers expand their knowledge and skills they need to improve student success and to enhance their professional development. PDC is co-chaired by a faculty member and a manager and is comprised of classified, faculty, and management representatives (See *Professional and Organizational Development; Professional Development Council*). It is through the PDC that faculty members have direct representation

and are heard regarding their professional development needs as identified in Professional Development Leadership and Funding Joint Resolution 2009-03 (See *Academic Senate*). These needs are centered on both their in-class and out-of-classroom needs. All professional development offerings are directly related to the mission of the college and include courses such as Accommodating Students with Disabilities in the Classroom, New Faculty Seminar, Developmental Education Faculty Certificate Program, and multiple courses in computer applications.

### III.A.5. Self-Evaluation

Professional development activities to meet the needs of college employees are planned through the Professional Development Council. These activities are selected based on feedback, on suggestions, and on surveys performed on an ongoing basis to maintain relevance and timely subjects for college staff. Workshops on-campus, off-campus, online certifications, guest speakers, and funding to attend professional conferences are all provided and managed through POD. All activities are evaluated to determine the quality of the content and presenter.

Although all activities and programs offered through POD are evaluated, a more systematic approach should be developed to analyze the information. The analysis of the evaluations should be used to make improvements to existing offerings and to develop new activities. A survey of needs should be developed and conducted periodically to determine the needs for development for faculty and staff. In addition to these systems, POD should consider the implementation of new systems to offer more online offerings through the college website.

The college meets the standard.

### III.A.5. Planning Agenda

Mt. SAC continues to provide its employees with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.5.a

**The institution plans professional development activities to meet the needs of personnel.**

#### III.A.5.a. Descriptive Summary

One of the college goals is to encourage and to support participation in professional development to strengthen programs and services. The Office of Professional and Organizational Development (POD) offers a variety of activities and workshops to provide personnel with opportunities to help them reach their personal and professional goals. POD provides online teaching certification, management training, and professional development.

The Professional Development Council provides direction to the Office of Professional and Organizational Development for facilitating activities and events that ensure classified staff, faculty, and managers expand the knowledge and skills they need to increase student success and to enhance professional development. The Council solicits ideas for professional development activities through the various constituent groups on campus. All staff members are provided opportunities to make suggestions and to submit ideas for relevant workshops and classes. Many of the workshops provide training opportunities for staff to learn about Banner implementation.

The Professional Development Council (PDC) is co-chaired by a faculty member and a manager and is composed of classified, faculty, and management representatives (See *Professional and Organizational Development; Professional Development Council*).

#### III.A.5.a. Self-Evaluation

Professional development activities to meet the needs of college staff are planned through the Professional Development Council. Workshops on campus, online certifications, guest speakers, and funding to attend professional conferences are all provided through POD.

The college meets the standard.

### III.A.5.a. Planning Agenda

The college is confident in its current efforts and directions in planning professional development activities to meet the needs of personnel. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.5.b

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

#### III.A.5.b. Descriptive Summary

At the conclusion of all professional development activities/events, participants are provided with an evaluation form. Participants are encouraged honestly to evaluate the activity and to provide constructive feedback.

The Office of Professional and Organizational Development (POD) solicits ideas by asking its Professional Development Council (PDC) members and the college community for ideas for POD offerings. The ideas are solicited via campus email such that any employee can suggest a topic and/or offer to teach a topic.

#### III.A.5.b. Self-Evaluation

Although all activities and programs offered through POD are evaluated, a more systematic approach should be developed to analyze that information. If an offering receives poor responses across the board, the course is not offered again unless revisions are made. Beyond that evaluation, the analysis of the evaluations should be used more to make improvements to existing offerings and to develop new activities. Post evaluations could also be utilized to show the effectiveness and use (by the attendee) of the information learned—perhaps employing a follow-

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up evaluation two weeks or one month later. POD's Developmental Education Faculty Certificate Program uses such a methodology, whereby it surveys the faculty months later to determine if they continue to use the information learned in the program to help them improve their teaching and learning. The Certificate Program is revised and improved based on this and other evaluations of it.

The college meets the standard.

### III.A.5.b. Planning Agenda

The college is confident in its current efforts and directions in systematically evaluating professional development programs and uses the results of these evaluations as the basis for improvement. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.A.6

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

#### III.A.6. Descriptive Summary

Planning for Institutional Effectiveness (PIE) is the model used at the college to capture and document the planning and program review done at the unit and team levels (See *PIE documents (archive)*). The process is conducted annually by each unit of the college and is documented in the college's electronic program review system (ePIE). Units report on accomplishments toward their established goals and describe both external and internal conditions that affect their programs. Using data generated by the college, college and team goals, accomplishments, identification of internal and external conditions, and program-level and course-level SLOs and AUOs, teams identify necessary resources. The resources (human and other) requested by department/unit faculty and managers must support plan implementation toward the achievement of identified

goals. These resources may include budget, facilities, staffing, research support, marketing, etc. Each unit evaluates the PIE process and provides that information to the Institutional Effectiveness Committee. Each unit also evaluates how well it has achieved its goals for the year and determines how to improve upon them for the next year. The PIE process is evaluated each year by the Institutional Effectiveness Committee (See *Planning for Excellence Newsletters—March and April 2009*).

Management positions (new or replacement) are requested by the appropriate Vice President or the college President/CEO, reviewed by President's Cabinet, and submitted to the Office of Human Resources. Such requests are accompanied by a current job description for the position. The requested position must be approved by Fiscal Services and President's Cabinet. The Office of Human Resources screens the applicant packets to ensure that the applicant meets the minimum qualifications for the position.

Requests for faculty positions are made by departments/divisions and forwarded to the Vice President, Instruction. The Vice President, Instruction, in consultation with the Academic Senate and the area administrators, will prioritize the needs and submit a list to Academic Mutual Agreement Council for approval and prioritization, and the President has final say in how many positions are to be hired. Following approval, the college President/CEO will issue instructions to the Office of Human Resources regarding filling the open positions. Faculty positions are advertised according to the Minimum Qualifications established by the California Community College Chancellor's Office. The State also allows local districts to establish equivalencies to the degree or experience requirements. When such equivalencies have been approved by the Equivalency Committee and the Academic Senate, these equivalencies are included in the job announcement. The Office of Human Resources ensures that applicants for faculty positions meet the established minimum qualifications or equivalencies.

Classified employee positions (new or replacement) that have been approved by the appropriate Vice President or the college President/CEO shall be submitted to

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the Office of Human Resources. Such requests should be accompanied by a current job description for the position. The Vice President or college President/CEO will issue instructions to the Office of Human Resources regarding filling the open position after the position has been approved by Fiscal Services and by President's Cabinet. The Agreement for CSEA indicates how re-classification processes are done when it is necessary to re-evaluate the scope of a position.

In all cases, the decision to hire a position requires dialogue and review of the college's mission statement and institutional effectiveness, including an evaluative component (e.g., is this position needed now or can it wait to be filled? How will the students be impacted if this position is not filled now or ever?).

### III.A.6 Self-Evaluation

Human resource planning is integrated with institutional planning at the college through the Planning for Institutional Effectiveness process. This process allows the institution systematically to assess the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The college meets the standard.

### III.A.6 Planning Agenda

The college is confident in its current efforts and directions in integrating human resource planning with institutional planning, assessing the effective use of human resources, and using the results as the basis for improvement. As the current planning endeavors are working well, there is no need for new planning efforts.

## III.B Physical Resources

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

## III.B Descriptive Summary

The Mt. San Antonio College (Mt. SAC) physical plant consists of 85 structures on a campus of 421 acres. Of the campus structures, 57 are designated as academic buildings, with the remaining 28 utilized for administration, for operations, and for farm uses. There are 27 major teaching facilities ranging in size from 10,000 gross square feet to just over 100,000 gross square feet. Most structures are single story, but as the campus matures, multi-story facilities of two, three, and even five stories are becoming more prevalent. The physical space totals over 1,370,000 gross square feet (gsf) with the total assignable teaching space approaching 950,000 square feet (sf).

The campus consists of four informal zones generally divided by use. The majority of the campus structures and parking are clustered to the northwest of the campus, bounded on the west by Grand Avenue, on the south by Temple Avenue, and on the east by Bonita Road. To the northeast is the college farm, including a large parking area, the new agricultural sciences facility, and 16 agricultural support facilities. To the south are the majority of the athletics facilities, including the football stadium and the future site of a new physical education and gym complex. College services including information technology, shipping and receiving, and facilities management are also located in this area. The fourth campus zone consists of approximately 45 acres of open space to the south of Temple Avenue, approximately five acres of which has been designated as a wildlife sanctuary. The remaining open space is used as open grazing for the college livestock herd, with 20 acres available for future development.

Most of the college facilities were built in the 1940 to 1970 era, with only two significant new buildings added during the 1990's. Despite growth in the number of students served from 18,800 FTES in 1974 to 32,300 FTES in 1999, the college was unsuccessful in passing facilities improvement bonds in 1997 and 1999. With the passage of Proposition 39, the community approved a \$221 Million facilities bond (Measure R) in November 2001 with 17 listed projects. Of the 17 Measure R

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projects, 13 have been completed, 1 has been partially completed (phase 1), and 2 are currently under construction. Subsequent planning efforts resulted in the cancellation of two projects. Four of the original Measure R projects were moved forward into the 2008 facilities bond, Measure RR, due to insufficient funds.

Measure RR was overwhelmingly approved in 2008, allowing bond sales on \$353 Million for construction, equipment, and debt retirement (See *Measure RR Project List*). This phase of the building program will ultimately achieve all of the planning goals laid out in the original 2020 vision planning document, along with several recently added elements including the renovation of the Technology Building, a new Library, and a public transportation center (See *Vision 2020: Strategic Plan Goals and Initiatives*). Special attention has been paid to instructional equipment, sustainability, and infrastructure upgrades throughout the planning of this phase of the campus building program. In addition, allowances have been made to minimize the effects of construction cost escalation on the planned final outcome of the individual projects.

With the passage of Measure RR in 2008, the college commissioned a new Educational Master Plan and an update to the Facilities Master Plan (See *Bond Measure RR Success; Educational Master Plan; Facilities Master Plan*). These current planning efforts will focus on integrating and aligning the Educational Master Plan, previous facilities planning efforts, and other planning efforts plans such as the Information Technology Master Plan (See *Information Technology Master Plan; Planning for Excellence Newsletters—January 2010*), the ADA Transition Plan, sustainability policies, and the Utility, Infrastructure, and Energy master plans. The new Facilities Master Plan will address planning outcomes generated by the Planning for Institutional Effectiveness (PIE) process and guide the remainder of the building program supported by funds anticipated to be in excess of \$500 million. With an expected completion date of 2020, the Measure RR building program will provide the necessary physical environment to support teaching and learning deep into the 21st century.

### III.B Self-Evaluation

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

With the recent passage of both the Measure R and Measure RR facilities bonds, and an aggressive approach to accessing state facilities bond funds, the college is in an excellent position to correct years of deficiencies in facilities needs. Most importantly, the building program will be guided by a master plan developed through integrated planning processes that will bring together interests and needs from all areas of the campus.

The college meets the standard.

### III.B Planning Agenda

The college is confident in its current efforts and directions in managing its physical resources, which include facilities, equipment, land, and other assets, supporting student learning programs and services, and improving institutional effectiveness. Physical resource planning is integrated with institutional planning. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.B.1

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

#### III.B.1 Descriptive Summary

Safety and accessibility of facilities is a consistent theme across campus. All facilities, including off-campus sites owned and maintained by the district, are evaluated by a number of processes against the California Building Code, Uniform Electric Code, International Fire Code, and other applicable codes. A cross-functional committee made up of representation

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from the various bargaining units and leadership from the Public Safety, Risk Management, and Facilities Management Departments, along with Student Health Center leadership, ensures that the campus community has an interested and responsive team to evaluate the safety of the grounds, the parking lots, the roads, the buildings, the fields, and the equipment that make up the physical resources of the college. Meeting monthly, the Health and Safety Committee regularly and systematically reviews reported safety concerns and recommends short- and long-term solutions (See *Health and Safety Committee—minutes*). The facilities management department receives safety concerns from the Health and Safety Committee and through the online Mt. SAC EIWOS work order system and has a policy of resolving repair items within 24 hours. Safety requests that require special funding are prioritized and incorporated into scheduled maintenance plans, major or minor capital projects, or are addressed with special funding requests. All suggestions to improve the safety of campus facilities and grounds are evaluated and receive the highest priority for resources and staff time once funds are identified.

The Facilities Planning and Management Department also works proactively to ensure the safety and operability of specific systems and operational areas. Temporary modular units have been systematically evaluated for code compliance by inspectors certified by the Department of the State Architect (DSA) and specialty engineering firms. Fire alarm systems for all campus facilities have been evaluated to ensure appropriate functionality, and plans to systematically upgrade the system have been developed. A site specific security survey has been completed suggesting specifications to improve building security, many of which have been implemented and/or incorporated into campus building standards. Facilities management staff and contractors conduct regular inspections of fire-life-safety equipment and major mechanical systems to evaluate operability and to make recommendations. Major structures have been evaluated to determine future suitability for use, structural integrity, and integral systems integrity (See *Community College Services Group facilities condition audits; Integrated*

*Design Services seismic evaluations; FUSION Facilities Condition Reports*). The Facilities Master Plan reflects the results of these studies and reports, and plans are in place to upgrade or to replace all deficient systems.

New and modernized facilities are submitted to the Division of the State Architect (DSA) for plan review as per Education Code, Sections 81130 et. seq. Mt. San Antonio College has been a proponent of the recently implemented "DSA Collaborative Process" whereby new construction and modernization projects are reviewed and evaluated by an interdisciplinary team of architects, engineers, construction managers, facilities personnel, and DSA plan reviewers very early in the design process to consider and to agree upon site, seismic, structural, and fundamental mechanical, electrical, and accessibility elements of the project. The goal of the collaborative process is to minimize or to eliminate changes during and after design which tend to compromise the quality of the final built product. Extensive effort is made to ensure that complete, accurate, and accessible safety inspection information is maintained throughout the construction process, and that work on all facilities, even when not required by field act standards, is monitored by certified inspectors to ensure safety, code compliance, and quality construction (See *DSA compliance files*).

As enrollment at Mt. SAC continues to grow at higher than forecasted rates, an ongoing collaborative effort has been in place to ensure the sufficiency of the campus facilities. The current Five-Year Construction Plan, Long Range Construction Plan, and Facilities Master Plan are rooted in planning efforts that began in 2000 with the 2020 Vision Strategic Plan (See *Vision 2020: Strategic Plan Goals and Initiatives*), Facilities Planning 2001–2020, and Facilities Action Plan 2001–2020 documents. Authored by a multidisciplinary task force, these planning efforts identified and developed the initial goals and planning criteria for the Measure R building program. As the building program began to gather momentum, the construction industry experienced sudden, unexpected cost escalation exceeding 30% in 2004 followed by higher than expected cost increases in 2005. With the help of

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planning consultants, the college revisited the 2001 planning work and developed a 2005 Facilities Master Plan Update. The update added additional planning elements, including pedestrian and vehicular access plans, a campus lighting plan, and landscaping criteria, revised the site plan to reduce costs, and removed two building projects from the long range plan. Projects were also reprioritized to minimize the impacts of relocation and reduce temporary space costs.

During this time of rapid change and unpredictable costs, the college upheld its commitment to build quality facilities. In addition to completing all of the listed Measure R projects by reducing the size and scope of individual buildings, all projects regardless of the funding source were evaluated according to the California Community College Facilities Planning Manual and California Code of Regulations, Title 5, Section 57028, to ensure sufficient teaching space for each discipline (See *Facilities Planning Manual; California Code of Regulation*). Using capacity-load ratio analysis, each project was evaluated to ensure that sufficient space was planned and that no specific discipline had planned to build excess space. Chancellor's Office guidelines for the cost of equipment were similarly used to prepare preliminary equipment budgets for each project. The result was that several Measure R projects were delayed, the remaining projects were designed and built correctly in terms of sufficiency of space and equipment, several new projects were identified, and it was determined that additional funds would be required from both State and local sources. Subsequent planning efforts were focused in support of the passage of a second facilities bond intended for the November 2008 election. Project budgets were developed with responsible allowances for potential construction cost escalation, sufficient funds for instructional and supporting equipment, and an aggressive approach to leveraging State bond funds.

### III.B.1 Self-Evaluation

The college has the necessary elements in place to ensure the safety and sufficiency of its physical resources. Continued commitment to building quality

facilities, flexibility in the approach to building design, and a commitment to collaborative decision making will minimize the effects of varying growth, changes in program needs, and unpredictable construction cost escalation. The contingencies built into the Measure RR project budgets are crucial to these efforts. A disciplined approach to maintaining contingency funds will protect project scope and will ensure sufficient space for teaching, learning, and support activities. With the implementation of a new, more sophisticated maintenance management software system (FAMIS®), the Facilities Planning and Management Department will continue to improve its ability to inspect, to maintain, and to service the new, more effective mechanical, electrical, and fire-life-safety systems that are coming on line with the new buildings.

The college meets the standard.

### III.B.1 Planning Agenda

The college is confident in its current efforts and directions in providing safe and sufficient resources that support and assure the integrity of its programs and services, regardless of location or means of delivery. As the current planning endeavors are working well, there is no need for new planning efforts.

#### Standard III.B.1.a.

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

#### III.B.1.a Descriptive Summary

Mt. San Antonio College effectively utilizes the planning tools and guidelines established in the Chancellor's Office Facilities Planning Manual to ensure that facilities are designed, are modernized, and are constructed in a manner that maximizes the space available for each academic discipline (See *Facilities Planning Manual*). At the same time, facilities are planned and are designed to allow for flexibility of

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use, for ease of future alteration and upgrade, for the ability to maintain with minimum impact on class time, and for efficient orientation within the campus (See Planning and Design meeting minutes). The intent of the college's building program efforts is to ensure a service life of 75 years for new facilities and 40 additional years for modernized buildings. It is the responsibility of the maintenance and operations unit within the Facilities Planning and Management Department to maximize the service life of individual building systems by emphasizing predictive and preventative maintenance and good stewardship of the community's investment.

All project planning efforts begin with the development of a multi-disciplinary team. Representatives from each academic or administrative discipline that will occupy the facility meet together with in house experts in information technology, learning technology, sustainability and energy management, public safety, maintenance and operations, grounds, distribution, and construction. Architects, construction management consultants, and facilities planning specialists lead the meetings to ensure focused effort and outcomes that meet required space utilization standards and building codes and that comply with campus standards. The initial work product of these teams is a project plan that is both suitable for submission to the State Chancellor's Office and also is in alignment with departmental, unit, and college goals. Whether the documents are actually submitted as a Final Project Proposal (FPP) for consideration for State funding, or used as the basis of design for a locally funded project, the stated purpose is clearly to identify all spaces within the building in terms of use, size, and adjacency and to ensure that the needs of all applicable programs and services are addressed.

In addition, adequate support spaces, technology and systems requirements, site orientation, and equipment needs are identified. This crucial step also serves to develop the preliminary project cost estimate and to determine if sufficient funds were budgeted for the project. This preliminary plan is presented in detail to the Campus Master Plan Coordinating Team (CMPCT),

consisting of the college President, Vice Presidents of Administrative Services, Instruction, and Student Services, and the Director of Facilities Planning and Management (See *Campus Master Plan Coordinating Team*). The project executive from Bovis Lend Lease, the college construction management firm, participates in an advisory role. The CMPCT group evaluates project plans to ensure alignment with unit and college goals, makes changes or additions to the scope of individual projects, and ultimately recommends project plans for approval by the Board of Trustees.

Once the project receives the necessary approvals, the same interdisciplinary team responsible for project planning reconvenes for the design process. Throughout design, the team creatively defines the needs of each stakeholder and guides the architects and engineers through the various decisions necessary to ensure a quality facility. The CMPCT group serves as the final authority on all decisions of form and function. As the project reaches specific milestones in the design process, two independent cost estimates are created to validate the budget and scope of the project. If additional funds are needed to meet the academic or operational needs of the project, CMPCT has the authority to augment the project budget. As the milestones are reached, the architects and engineers are required to submit a number of reports in addition to the construction cost estimates (See *Architect/Engineer Deliverables Checklist*). These reports are reviewed and evaluated by the appropriate in-house experts, and a page-by-page review of the design documents is conducted with the design team. Finally, upon recommendation of the design team, the project is presented to the CMPCT group for approval to proceed to the next phase.

Regular progress reports are made to the Board of Trustees to ensure that resource allocation is in line with college goals. For all work funded by local bonds, a Citizens Oversight Committee is in place in compliance with Proposition 39. The committee receives annual financial and performance audits, quarterly financial reports, planning, design and construction progress information, and periodic visits to project sites to

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monitor construction activity (See *Citizens Oversight Committee*).

### III.B.1.a Self-Evaluation

Mt. San Antonio College has developed the necessary policies, process, and safeguards to ensure that all new and modernized facilities are effectively utilized and provide exceptional quality learning environments for many years to come. The maintenance and operations unit within the Facilities Planning and Management Department has a stated goal to protect the community's investment in facilities and continues to improve its effectiveness as a steward of the physical resources of the college.

Progress has been made to increase planned, predictive, and preventative maintenance activities with the intended outcome of reducing reactive maintenance activities. With the implementation of the new FAMIS® maintenance management software, meaningful metrics and data collection methods to measure the effectiveness of the department's maintenance activities will be in place, and reports will be available to focus the efforts of the department to ensure the continued quality and good stewardship of the college's physical resources.

The college meets the standard.

### III.B.1.a Planning Agenda

The college is confident in its current efforts and directions in its ability to plan, build, maintain, and upgrade or replace its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. As the current planning endeavors are working well, there is no need for new planning efforts.

### Standard III.B.1.b

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

### III.B.1.b Descriptive Summary

The sprawling hillside location of the Mt. San Antonio College campus provides unique challenges to accessibility and to the safety and the security of the campus community. With these obstacles comes the tremendous opportunity to leverage the local and state bond resources creatively to resolve the difficult challenges. Prior to the start of the Bond Measures R and RR building programs, the majority of the campus buildings were built prior to the passage of the Americans with Disabilities Act (ADA). Narrow corridors with doors swinging into the circulation space, steep walkways, inappropriately sized fixtures, restroom stalls, drinking fountains, and door levers were just some of the barriers to accessibility. Prior efforts to identify, to prioritize, and to mitigate barriers were met with inadequate funds and only occasional successes. With the passage of Measure R in 2001, new construction projects, building modernization projects, and infrastructure improvement projects began to move the campus toward compliance. In 2007, in preparation for the Measure RR building program, consultants were retained to conduct a comprehensive transition plan. All aspects of the campus physical environment were addressed. The report identified more than 6,000 barriers to access and catalogued them in database format. Many of these barriers have been or will be addressed by major construction activities by 2020, others will be targeted for correction by maintenance and operations staff, and, finally, those that remain will be prioritized and addressed as funds become available. In addition to barrier removal, the college has committed to improving access for the hearing impaired by installing assisted listening systems in all teaching spaces, even when not required by building code.

Public safety and security on campus will similarly be addressed with the major construction activities of the Measure R and RR building programs. Updates to campus building standards have been made based on a security study by The Wright Group. Isolated areas such as stairwells, tunnels, fenced enclosures, and doorways obscured by shrubs will be eliminated or minimized. In other cases, video surveillance may be implemented

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as a deterrent to criminal activity. New key issuance and access control policies have been developed in preparation for the campus-wide implementation of a multi-level access control program. Multiple levels of security have been identified ranging from coded key pads, card swipe access, video surveillance, and hand readers for positive identification, and specific funds have been identified in the Measure RR program to retrofit existing buildings. In addition to access control, the network of emergency telephones continues to be expanded, and telephones will be installed in all new and permanent classrooms by 2010. Maintenance responsibilities for the emergency telephone systems are shared by the Public Safety staff that provides periodic system checks, the Information Technology staff that ensures that each phone remain connected to the grid, and the Facilities Planning and Management staff that maintains the electrical connections and lighting. Repair service on the emergency phone system is treated as a top priority.

The college has placed a high priority on ensuring a healthful learning and working environment. In all cases, when work is done on or around hazardous materials, such as lead paint or asbestos, the appropriate precautions are taken. Third party monitoring is utilized as a matter of policy in abatement or removal situations, and qualified contractors are always used. The Facilities Planning and Management Department, as well as the Risk Manager, maintains extensive records of the location of asbestos on campus. Appropriate college employees have access to the information via these offices to ensure that these materials are not disturbed during routine maintenance activities, and trained staff is called upon in situations where it is unclear if hazardous materials are present. Proper procedures are used to dispose of any materials requiring special handling, and all required permits and clearances are acquired before work begins and occupancy is allowed. At Mt. San Antonio College, any sign of mold is treated immediately by trained professionals, and removing mold is the only response rather than a last resort.

Ensuring a healthful and comfortable learning and working environment, even beyond required compliance levels, is achieved as part of the campus sustainability and custodial services practices. By implementing the Leadership in Energy and Environmental Design (LEED) New Construction and Existing Building rating system (See *LEED Handbook*), the interior environment is made better in areas of lighting, thermal comfort, controllability, fresh air, elimination of volatile organic compounds, odorous adhesives, and other harmful and undesirable conditions (See *LEED Handbook*). The college Director of Facilities Planning and Management and several key consultants are LEED accredited professionals. With the implementation of the "green cleaning" OS1 system, the cleanliness of building interiors has markedly improved. The program emphasizes the minimal use of harmful cleaning chemicals, maintains a beyond compliance approach to safety, provides continual training for custodial staff, and improves the health and safety of the cleaning staff and campus community (See *OS1 Handbook*).

The practices utilized on campus are applied similarly to the various off-campus facilities that are under the responsibility of campus support staff. In areas where off-campus facilities are maintained by others, survey forms are in place to evaluate the nature and the adequacy of the facilities. Any problems identified are addressed on a case-by-case basis.

### III.B.1.b Self-Evaluation

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

The college has put into place the necessary resources, programs, and practices to ensure that the physical resources at all locations are safe and secure. Measurable progress has been made in improving the accessibility of campus facilities, with 95% compliance expected by 2020, and a system of reporting progress to the campus community currently being established. The college meets or exceeds all OSHA requirements

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for indoor air quality, thermal comfort, air exchanges, air filtration, and lighting. With the implementation of the LEED programs, the indoor environment will greatly exceed those requirements.

The college meets the standard.

### III.B.1.b Planning Agenda

The college is confident in its current efforts and directions to assure that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. As the current practices are working well, there is no need for new planning efforts.

### III.B.2

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

#### III.B.2 Descriptive Summary

At the campus level, facility planning is an ongoing process as the Five-Year Construction Plan is evaluated and updated annually, and the Space Inventory is evaluated annually to determine what changes have taken place in terms of facilities utilization (See *Five-Year Construction Plan; Space Inventory*). Modifications to the Five-Year Construction Plan may take place in response to a formal facility planning process, or in response to the work of individual project planning teams, with the approval of the Campus Master Plan Coordinating Team and the Board of Trustees. Individual facilities are evaluated annually at the academic department and operational unit level as part of the Planning for Institutional Effectiveness (PIE) process (See *PIE documents (archive)*). Departments have an opportunity to request additional space, to request alterations and improvements to existing space, and to request equipment based on needs. Requests are prioritized through a campus-wide process, and

resources are allocated accordingly. There are also “classroom standards” funds available to address immediate needs that arise during the year. Classroom standards requests are processed through the Facilities Planning and Management Department and are typically limited to \$15,000 per request. Scheduled maintenance funds may be utilized to address specific program needs in cases where building systems have reached the end of their useful life, are ineffective in meeting the operational needs of the program, or code requirements have changed.

Instructional and operational equipment needs are also addressed annually as part of the PIE process (See *PIE documents (archive)*). The prioritization and resource allocation process matches the process for facilities needs. With the implementation of the Banner enterprise application system, the college has revised the asset management process. The process will include annual equipment inventories. These inventories will be used to evaluate equipment needs by tracking the life expectancy of individual equipment versus the actual life of that equipment. Equipment that has exceeded its expected life will then be identified and evaluated to determine if it needs to be replaced or upgraded. A similar process will be in place to address building systems and equipment with the full implementation of the FAMIS® maintenance management system. Facilities and equipment located away from the main campus are addressed in the same manner.

#### III.B.2. Self-Evaluation

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

The PIE process and the annual updates to the Five-Year Construction Plan and Space Inventory ensure that equipment and facilities are considered on a regular basis. Procedures are in place to make the necessary alterations and improvements to facilities to keep up with the instructional requirements. Equipment needs are systematically identified, prioritized, and resolved as

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funds are available, and facilities improvement projects are planned and constructed in response to the needs identified through the planning processes.

The college meets the standard.

### III.B.2. Planning Agenda

The college is confident in its current efforts to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

The institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. As the current planning endeavors are working well, there is no need for new planning efforts.

#### Standard III.B.2.a.

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

#### III.B.2.a Descriptive Summary

The Facilities Planning and Management Department, in conjunction with the instruction, student services, information technology, and other operational areas, generates long-range capital plans to guide the development of new and the modernization of existing facilities. Long-range capital plans include the Facilities Master Plan, the Five-Year Construction Plan, and a less formal Ten-Year Construction Plan. These plans include primary information about the scope, the cost, and the schedule of new and modernized facilities, as well as information about the secondary effects of the facilities improvement projects. Secondary effects include the removal of outdated facilities, the short-term space requirements necessary to support capital projects, and the infrastructure improvements required to implement new capital projects.

These three plans support institutional improvement goals, as identified in the Planning for Institutional Effectiveness (PIE) documents through the use of the

resources element (e.g., resources related to facilities). The college has identified where all those goals are addressed in the three documents. PIE is a check/balance to validate and update the plans that have been developed (See *PIE documents (archive)*).

Throughout the Measure R building program, the college has evaluated facility designs in light of a total cost of ownership model. Decisions about specific building systems, equipment, and site improvements have been made in consideration of both first cost and future operating and replacement costs. A formal model for life-cycle costing has been incorporated into the contract requirements for new designs, and for Measure RR projects (See *Measure RR Project List*), life-cycle costing model for the whole building will be utilized.

Mt. SAC has also initiated efforts to update campus building and construction standards. Specifically, mechanical, electrical, and plumbing equipment is evaluated and rated on its life-cycle cost to ensure that the college buys better quality equipment designed to last longer and cost less to maintain. Other systems such as interior finishes, doors, hardware, glazing and structural systems, and building envelope will be similarly evaluated for life-cycle cost. The Facilities Master Plan and the related Educational Master Plan and Information Technology Master Plan are used to evaluate and to create the remaining standards such as mass communication, space, audio-visual equipment, and internet connectivity (See *Facilities Master Plan; Educational Master Plan; Information Technology Master Plan; IT Standards*).

The college has a stated commitment to design and build all new capital projects under the Leadership in Energy and Environmental Design (LEED) designation (See *LEED Handbook*). LEED focuses on the energy use of a building and also its comfort and livability. These measures feed into the total cost of ownership of the building in terms of energy use, potable water use, and maintenance requirements. The building commissioning and measurement and verification components of the LEED system ensure that sophisticated designs operate as intended from the first day of occupancy of new and modernized facilities.

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Funding for these efforts has been included in the Measure RR project (See *Measure RR Project List*) budgets along with sufficient contingency funds to allow for minor modifications to building plans to provide current technology and up-to-date equipment at the time the facilities are occupied.

### III.B.2.a Self-Evaluation

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The use of integrated planning methods has given the college a Facilities Master Plan that will ensure the institutional improvement goals are met as the building program progresses. The regular update of the other long-range construction plans, in light of ongoing institutional effectiveness planning, provides the necessary flexibility to ensure that goals are met as they develop and change over time. Most importantly, the college is committed to building quality facilities and has created a budget with the necessary funds to ensure that quality can be delivered as new facilities are built over time.

The college meets the standard.

### III.B.2.a Planning Agenda

The college is confident that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. As the current planning endeavors are working well, there is no need for new planning efforts.

### Standard III.B.2.b.

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

### III.B.2.b Descriptive Summary

The college's physical resource planning is integrated with its other institutional planning efforts. The college is in the process of evaluating the Facilities Master Plan in light of the new Educational Master Plan and new Information Technology Master Plan to align the various plans across the board (See *Facilities Master Plan; Educational Master Plan; Information Technology Master Plan; IT Standards*). The Facilities Master Plan will then correctly identify the scope and schedule of new construction and modernization projects. As new facilities are planned and designed, a collaborative process is used to identify, to collect, and to prioritize various needs. For example, the type and quantity of space needed for various teaching activities is identified and considered in light of Title 5 space standards. The process includes dialogue related to adjacency issues (i.e., which spaces need to be next to each other) as well as equipment needs and other specific requirements on a room-by-room basis. The stakeholders have a voice in how that is defined. The planning process culminates in a Final Project Proposal (FPP), or architectural program, which eventually guides the specific design of a building project. The information from the stakeholders regarding the building needs and uses are derived from PIE (program review—Planning for Institutional Effectiveness), from the Educational Master Plan, and from other planning documents (See *PIE documents (archive); Educational Master Plan*). It is through this collegial, collaborative process that the college brings integrity to the process of allocating facilities to programs and services.

The college assesses space utilization annually in reviewing the Five-Year Construction Plan (See *Five-Year Construction Plan*). Space utilization is expressed in terms of "Capacity-Load Ratios" for various space types including lecture, laboratory, office, library, and others. A ratio is calculated by comparing the quantity of each space type the college has in place to the amount of space allowed by state standards as a function of enrollment. A low ratio for a specific space type indicates that capital plans should focus on that space type. Efforts are also made to reduce ratios in

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excess of state standards. This capacity-load analysis process is reflected in both the Five-Year Construction Plan and the Ten-Year Construction Plan and ultimately informs the Facilities Master Plan and aids in the evaluation of the Educational Master Plan. By working to align these capacity-load ratios with state standards, the college can see improvement in the utilization of space across campus.

### III.B.2.b Self-Evaluation

The college utilizes a collaborative planning, and design process for all major capital work. The input of the individual stakeholders must be supported by the outcomes of the PIE and Educational Master Plan processes. Technology and equipment included in a new or modernized facility must also be supported by the institutional planning process. All major expenditures for facilities and equipment must follow the collaborative process prior to submission to the Board of Trustees for approval. Analysis of capacity-load ratios further ensures effective use of physical resources.

The college meets the standard.

### III.B.2.b Planning Agenda

The college is confident in its current efforts and directions in integrating resource planning with institutional planning. It systematically assesses the effective use of physical resources and uses the results as the basis for improvement. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.C. Technology Resources

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

### III.C. Descriptive Summary

Technology resources are used to support student learning programs and services and to improve

institutional effectiveness. The college has an Information Technology staff of more than 70 full- and part-time employees, with a budget for repairs and upgrades (See *Information Technology Department*). Within the last few years, the college created a new management position directly to support student learning programs—Assistant Director Academic Technology. The college also has many technicians assigned to labs and areas across campus to help with technology-related issues for student learning programs and services. The college's program review system is electronic, ePIE, and is supported behind-the-scenes with technical assistance as well as up-front through trainings offered by the Computer Services Coordinator. The Computer Services Coordinator also provides technical assistance to the Institutional Effectiveness Committee (IEC) as it oversees program review (See *Institutional Effectiveness Committee; PIE documents (archive); PIE documents (current); ePIE*).

Technology planning is integrated with institutional planning through the PIE program review process. The newly developed Information Technology Master Plan (TMP) outlines how resources are used to support student programs and services. The TMP is intended to integrate with all institutional planning as well as to integrate into the Educational Master Plan and the Facilities Master Plan. The TMP embodies this integration and allows for an evaluative component (See *Information Technology Master Plan; Educational Master Plan; Facilities Master Plan; IT Standards; Information Technology Advisory Committee; Planning for Excellence Newsletters—January 2010*).

### III.C. Self-Evaluation

The college uses technology resources to support student learning programs and services. Technology planning is integrated with institutional planning.

The college meets the standard.

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### III.C. Planning Agenda

The college is confident in its current efforts and directions in providing technology resources that support student learning programs and services to improve institutional effectiveness. Technology planning is integrated with institutional planning. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.C.1.

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

#### III.C.1. Descriptive Summary

Technology support provided by the institution meets the needs of learning, of teaching, of college-wide communications, of research, and of operational systems. The Information Technology (IT) Team provides service and support to the students, to faculty, and to staff of Mt. SAC by providing leadership in the implementation, the integration, the application, and the delivery and support of information and instructional technologies (See *Administrative Procedures—AP 3720; IT Standards*). The IT team is committed efficiently and effectively to manage communication, academic and administrative computing, printing services, mail services, and related information resources that support and enhance teaching, learning, community development, and public service at the college (See *Information Technology Master Plan; Planning for Excellence newsletter—January 2010; Information Technology Department*).

Offices are well equipped with current computers and software that allow staff to complete their tasks in an efficient manner. Careful planning and analysis related to the overall cost of technology is conducted on an ongoing basis. This includes not only one-time purchase costs, but also includes maintenance, ongoing replacement, and support costs that must be built into the budgeting of all units of the college. Faculty and

staff have access to the Internet for gathering and disseminating information and to easy to use software, email, web portal and online course platforms for communication with colleagues and students. To ensure communication with those who do not have access to electronic means of communication (i.e., custodians), some announcements are printed and mass distributed to campus employees.

The college provides all full-time faculty with a computer (laptop, desktop, or tablet). These computers are replaced on a five-year cycle with an option to obtain early replacement if required for teaching and learning (See *IT Replacement Program database*). The procedure is facilitated by a survey administered electronically to faculty. Most part-time faculty members have access to computers in designated locations throughout the campus. Additionally, all staff computers are considered for replacement every five years or as needed. All employees can contact the Help Desk for assistance. The IT team provides a quick turnaround time and tracking for help tickets, etc. (See *Help Desk*).

The college provides technological resources in the classroom that allow faculty to provide quality education to students. These resources include Internet connection, computers, projectors, DVD players, ELMO's smart whiteboards, etc. Many of the newer buildings are equipped with smart classrooms, and all construction projects on the agenda for instructional facilities involve IT management to ensure that the newest technology is integrated into the architectural plans. Faculty web services in the college portal offer access to online rosters, student drops, faculty schedules, submission of grades, Blackboard access to classes, and Luminis Course Studio.

The college provides technology support to teaching and learning in distance learning and technology-supported traditional classes (See *Administrative Procedures—AP 4105; Questions to Aid in the Evaluation of Distance Learning*). Through diligent planning and implementation of IT staff and the Online Learning Support Center (OLSC), faculty and students now use a single sign-on process into their Blackboard-supported

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classes through the portal. This streamlined process facilitates the sign-on process without having to manage multiple steps and assures authentication of users in compliance with recent federal mandate on authentication of distance learning students.

To support technology informed instruction, IT and OLSC staff have provided direct support in user log-in, course content management in Blackboard, and certification for technical readiness and “best practices” in pedagogies for online learning through the Skills & Pedagogy for Online Teaching (SPOT) process. The OLSC provides ongoing user support through one-on-one contacts as well as monthly workshops on how to use Blackboard tools. These support mechanisms help the college promote sound instructional design and delivery as well as compliance with the American Disabilities Act, Rehabilitation Act, and Section 508.

Further technology support of instruction is evident in users' electronic access to the library's databases for journal articles, eBooks, and media (CD, DVD) collections. The IT team works effectively with the library's systems and electronic reference librarians to assure uninterrupted users access to library resources. Instructions are provided on the College Library homepage on user policies and procedures, including how users may gain access to media materials by coming on campus to checkout and/or view materials onsite (See *Library*).

Technology support for college-wide communication is provided through several venues. Printing Services provides photocopying, printing, color printing, laminating, drilling, cutting, folding, offset printing, forms, envelopes, color posters, and binding services for academic and administrative departments. Staff can submit print jobs in person (day or evening) or electronically using the online “Free Flow Web Services” system (<https://printshop.mtsac.edu/branding/?iid=1>).

The turnaround time for most print requests is 24 hours. The college provides seven walk-up copiers for occasional, small, and quick copy jobs. These copiers are located in strategic areas across the campus.

The college's websites provide a variety of information for prospective students, current students, alumni, and the community and college employees. The websites are continuously monitored and improved to provide accurate and comprehensive access to information about the college. The student web portal provides anytime/anywhere access to a student's information such as grades, registration information, and obligations. Beginning with summer 2009, all Mt. SAC students must log into the new Mt. SAC portal in order to transact business, such as registering for classes, paying fees, verifying enrollment, etc. All students are assigned an email address which the college uses to communicate with the students. All communications with students will be accomplished electronically through the Banner/Luminis system (See *Luminis Portal*).

The Research and Institutional Effectiveness (RIE) Department conducts independent research and provides research assistance to the campus community. The department uses data from the college's old student information system, ICCIS, the new system, Banner system and Argos, United States Census, National Student Clearing House, Chancellor's Office Data on Demand, Cal-PASS Smart Tool, and surveys. The college's institutional data warehouse provides RIE with broad access to data for research activities; however, as of January 2010, the college is still undergoing the development of a new data warehouse to extract data from Banner for the RIE department to use so the department is using Argos to access data.

The College provides online registration for students at [my.mtsac.edu](http://my.mtsac.edu). Students obtain a Mt. SAC email account automatically after enrollment or initial admission into the college. This information is distributed in the Welcome Letter from the college. Names and email addresses are derived from the registration process.

### III.C.1. Self-Evaluation

The college uses numerous processes and evaluation techniques to monitor the effectiveness of its technology services. The technology support that the college provides is designed to meet the needs

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of learning, teaching, college-wide communications, research, and operational systems. This support includes the college website, computers for faculty and staff, printing and media services, support through the Research and Institutional Effectiveness Department, and state-of-the-art technology in the classrooms.

The college meets the standard.

### III.C.1. Planning Agenda

The college is confident in its current efforts and directions in assuring that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. There is ongoing implementation and refinement/revision/reconfiguration of various modules of the Banner system over the timeline laid out by the Banner Steering Committee and the Administrative Systems Advisory Group through 2011. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.C.1.a

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

#### III.C.1.a Descriptive Summary

The planning, acquisition, and support of technology at the college comes from a variety of processes. One of the college's goals is to utilize and to support appropriate technology to enhance educational programs and services.

In the Information Technology Master Plan, the Information Technology (IT) Department emphasizes its commitment to identifying, to implementing, and to managing institutional databases. Additionally, the department researches and evaluates emerging technologies with the goal of implementing and integrating new technology as appropriate (See *Information Technology Master Plan; IT Standards*).

The purchase of the Enterprise Application System (Banner) by the college in July 2006 was intended significantly to enhance the operation and the effectiveness of the institution. The college has contracted with Strata Information Group, Inc. for professional support staff to train and to educate Mt. SAC employees on the various uses of this system. The college has purchased and has internally developed additional enhancements to the basic EAS Banner system in order better to address the specific needs of the institution and better to serve the students. The college departments were required to meet frequently over a few years to understand each others' processes and to understand the capability of the Banner system. The dialogue that ensued allowed the departments to understand each other better, to build stronger relationships, and to bring added value to the operations of the college through a shared understanding of the new system and its strengths and limitations.

Due to the additional support needs for the new EAS Banner system, the college has offered extensive training for faculty, staff, and managers across the campus. End users from each of the major modules offer training for those who need it. For example, the Purchasing Department conducts training on using the Banner Purchasing Module for those end users who need it. End users from each Banner team also provide training for campus employees (See *Purchasing*).

The Help Desk at the college is available to address technology problems and concerns (See *Help Desk*). Generally, a technician will attempt to diagnose problems over the telephone. If that is not possible, a description of the problem will be entered into a database, a ticket number will be generated, and the ticket will be assigned to the appropriate technician. Staff members reporting problems will receive e-mail confirmation that the problem was logged into the system. After the problem has been resolved, the Help Desk will e-mail a confirmation that the ticket has been closed and give staff the opportunity to provide feedback. Solutions to problems are entered into the college's Knowledge Base, enabling common problems

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and their solutions to be standardized. The Online Learning Support Center (OLSC) and the Presidium Help Desk are additional support venues for faculty and students to report problems with Blackboard. Because of the single-sign-on process and because users have contacted the IT Help Desk, OLSC, and Presidium Help Desk, the teams have worked even more collaboratively so that users receive timely and appropriate resolutions.

In addition to the aforementioned technology uses and support, the college has recently revamped its website so that users can locate information much easier than with the previous version. The college is also piloting a web content management system using Omni Update to improve content currency of the college's web pages by decentralizing content control to departments and divisions. Through a USDE Title V grant, the IT and Instruction teams are testing Omni Update to publish live, timely updates by the end of December 2009. Protocol and training for new users of Omni Update was launched in early November 2009. More pilot groups participated in winter and spring 2010.

### III.C.1.a Self-Evaluation

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and the effectiveness of the institution. The new EAS Banner system was purchased by the college as a means to integrate and to improve communications throughout the various components of the college. It is clear that the preparations for the "go live" of the Banner system allowed for an improved operation of the college and thus an advancement in effectiveness. The Help Desk and IT's Enterprise Application Team continue to provide ongoing support to students and college employees learning both hardware and software applications used across the campus (See *Banner; Banner—Adding Students June 2009; Banner—Go Live May 2009; Banner—Student Parking June 2009; Banner—Summer Session Add Deadline Conflict; Banner—Update December 2007; Banner Steering Committee*).

The college meets the standard.

### III.C.1.a Planning Agenda

The college is confident in its current efforts and directions in ensuring that technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.C.1.b

**The institution provides quality training in the effective application of its information technology to students and personnel.**

### III.C.1.b Descriptive Summary

Professional and Organizational Development (POD) offers a variety of training opportunities in the effective application of its information technology to staff. All employees, including student workers, may take advantage of staff development training. Workshops on Luminis Portal Management, Banner Web Self-Service training for faculty, and INB General Navigation, Argos Reporting System, Blackboard, and other application software are offered regularly. Workshops on Blackboard Learning and Blackboard Content Systems are also regularly offered. Professional development workshops are evaluated. The evaluations are given to the workshop leaders to allow for self-reflective growth in their teaching and learning expertise. The evaluations are also used by POD to guide future course offerings.

The IT Department has made training and development of staff a priority and has aggressively pursued acquiring a small annual budget for training staff via third-party vendors, consultants, and online resources. It is currently funding certification of three staff members with the Apple Certified Macintosh Technician (ACMT) certification. This allows the college to be its own warranty and non-warranty service provider with access to Apple parts, previously only available through a third-party vendor.

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College technical support staff also utilizes online educational tutorials from Atomic Learning. This company provides YouTube like videos on various aspects of common software applications. When a faculty or staff member requires software technical assistance, the technician researches the topic on Atomic Learning and emails the user a link to the how-to video.

Student training is offered primarily through the Mt. SAC website at [my.mtsac.edu](http://my.mtsac.edu). Students are directed in the process of logging into the system, registering for classes, dropping classes, obtaining transcripts, and numerous other student services. Students are also directed to call the Help Desk with concerns regarding their [my.mtsac.edu](http://my.mtsac.edu) portal account.

Open labs provide students with the ability to use computer equipment and software to complete class assignments. Discipline-specific labs are also available to provide specialized training for students enrolled in classes within the discipline.

### III.C.1.b Self-Evaluation

The college provides training and evaluation of that training in the effective application of its information technology to students and staff through a variety of venues. Specialized Banner training is provided through Banner consultants, college IT staff, and Banner functional experts. Student training in the use of Banner and its application is provided directly through the Mt. SAC website. The Office of Professional and Organizational Development also provides ongoing training to staff on the effective application of information technology.

The college meets the standard.

### III.C.1.b Planning Agenda

The college is confident in its current efforts and directions in providing quality training in the effective application of its information technology to students and personnel. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.C.1.c.

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

### III.C.1.c. Descriptive Summary

Mt. SAC has been building a foundation for a 'state-of-the-art' infrastructure for many years. This infrastructure is critical not only to support current, emerging and future technology for instruction and learning, but is also required for support of administrative systems, facilities systems, and day-to-day operations of the college. Sound fiscal planning is required in order to assure the maintenance of this infrastructure at 'state-of-the-art' levels. The related fiscal planning will include ongoing investment and life-cycle replacement college-wide throughout all academic and administrative divisions/departments (See *Administrative Procedures—AP 6360*).

Mt. SAC has created a position of security manager, filled by a CISSP (Certified Information System Security Professional)-certified employee to ensure compliance with a number of state- and federally-mandated security standards to ensure data security, security of personal information of students and staff members, and security of all Point-Of-Sale systems on campus.

The Banner system allows for increased usage of email, portal messaging, mobile technology, and advanced communications. Separate data information warehouses will be integrated into a centralized database system to reduce information redundancy and to increase the accuracy of that information.

Banner provides web services for faculty that include an instructor's class schedule detail with important dates, weekly faculty schedules by day and time, real time access to enrollment data by class section, anytime access to printing of class rosters, direct roster download to Excel, student drop rosters including no shows and census drops, and online posting of final grades and positive attendance ([myportal.mtsac.edu](http://myportal.mtsac.edu)).

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Web services for faculty and students are accessed via a campus portal. The Luminis portal is the single point of entry for Banner Web Self-Service Modules and to online communication and collaboration tools. The Luminis portal provides the ability to produce campus announcements, targeted announcements, web-based student e-mail, direct Lotus webmail access, campus event and information channels, course studio and/or direct access to Blackboard, group studio for online collaboration, and channel subscriptions for news, business, and hobbies.

The college has a new Data Center and new servers, VM Ware, upgrades to the phone system, the entire Banner project, and an efficient tape backup system for secure backup of data and disaster recovery purposes. The college has an entire disaster recovery system in place including off-site storage of nightly backup tapes. Additionally, the college has a fireproof vault in the Data Center for tape storage. The college has purchased and implemented a backup power system with UPS's and diesel generators to ensure uninterrupted power to key areas of campus in an emergency.

Measure R and RR funds have ensured that facilities and infrastructure upgrades will continue for a long time, and the college's Information Technology Master Plan addresses the technology needs for these new buildings as well as the current buildings (See *Information Technology Master Plan; IT Standards*).

The college provides all full-time faculty with a computer (laptop, desktop, or tablet). These computers are replaced on a five-year cycle with an option to obtain early replacement if required for teaching and learning (See *IT Replacement Program database*). The procedure is facilitated by a survey administered electronically to faculty. Most part-time faculty members have access to computers in designated locations throughout the campus. Additionally, all staff computers are considered for replacement every five years or as needed. All employees can contact the Help Desk for assistance. The IT team provides a quick turnaround time and tracking for help tickets, etc. (See *Help Desk*).

### III.C.1.c. Self-Evaluation

The college has several plans and standards documents in place to maintain, upgrade, or replace technology or infrastructure and equipment to meet institutional needs. These plans will ensure that the technology at the college continues to meet institutional needs.

The college meets the standard.

### III.C.1.c. Planning Agenda

The college is confident in its current efforts and directions in systematically planning, acquiring, maintaining, and upgrading or replacing its technology infrastructure and equipment to meet its needs. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.C.1.d.

**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

### III.C.1.d Descriptive Summary

The college supports and maintains over 40 computer labs and lab classrooms throughout the campus. Most of these labs are exclusively for student use, while other labs are primarily used by employees (e.g., POD, IT, etc.). More than 1,200 workstations in labs effectively support the college's diverse programs and services (See *Administrative Procedures—AP 3720*). This number brings the total number of computers on campus to over 3,500 (See *Computer lab table; IT Replacement Program database*).

The college's IT department has evaluated, over the years, the purchasing of IT equipment and its utilization and maintenance. Based on this cyclical evaluation, a new procedure regarding purchasing IT equipment over a certain dollar figure was implemented. When the college changed to electronic requisitions with the implementation of Banner Purchasing module, this process became more streamlined and efficient. This process requires an IT manager to be one of

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the electronic approvers in the purchasing process. This process allows the IT manager to work with the purchaser to make sure they fully understand the technology they are purchasing and have fully reviewed other options. In the end, the process allows the college to make the best fiscal and IT purchase to support its programs and services.

The college has upgraded data paths with new fiber optic cable around campus to provide faster performance and redundancy. In addition, the college has relocated and upgraded the telecommunications MPoE (Main Point of Entry) and increased total internet bandwidth to 2GB/s. The college uses Banner as a centralized and integrated services system for students and college employees.

### III.C.1.d Self-Evaluation

The development, the maintenance, and the enhancement of the college's programs and services are accomplished through the effective distribution and utilization of technology resources.

The college meets the standard.

### III.C.1.d Planning Agenda

The college is confident in its current efforts and directions in the distribution and utilization of technology resources that support the development, the maintenance, and the enhancement of its programs and services. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.C.2.

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

### III.C.2 Descriptive Summary

There are many instances where it is evident that technology planning is integrated with institutional planning. For example, College Goal #11, "The College

will utilize and support appropriate technology to enhance educational programs and services," demonstrates this integration and is used in ePIE. The college's institutional planning (See *Administrative Procedures—AP 3250*) is accomplished through the electronic Planning for Institutional Effectiveness process (ePIE) (See *PIE Documents (archive)*). A component of this process allows departments/divisions across campus systematically to assess the effective use of technology resources in their areas. These assessments, based on data collection and analysis, descriptions of internal and external conditions, budgets, staffing, department needs, student learning outcomes, administrative unit outcomes, and college goals provide the opportunity for the college to evaluate the effectiveness of technology resources in individual areas. These evaluations allow for departments/divisions to make requests, through the ePIE process, for equipment, staff, software etc. more effectively to meet the technological needs of the departments/divisions. The Technology Master Plan (TMP) has an operational and tactical plan that allows it to review these PIE requests and to evaluate the need to change the plans accordingly (See *Information Technology Master Plan*).

### III.C.2 Self-Evaluation

Technology planning is integrated with institutional planning through the college's program review process known as Planning for Institutional Effectiveness (PIE). This process allows for the evaluation of current technology and subsequent identification of needs for improvement with a link to resource allocation.

The college meets the standard.

### III.C.2 Planning Agenda

The college is confident in its current efforts and directions to integrate technology planning with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. As the current planning endeavors are working well, there is no need for further planning endeavors.

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### III.D Financial Resources

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

### III.D Descriptive Summary

Mt. SAC is one of the most fiscally healthy districts in the State because of its long history of sound fiscal management and stable enrollment growth. The college maintains a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy (See *Board Policies—BP 6200*), which has resulted in an average year-end reserve balance of approximately 18.47% percent from 2003 to 2004 through 2008 to 2009 (See *History of Year-end Reserve Balances*). This conservative approach to fiscal management has helped to ensure financial stability even during challenging economic conditions. Since 2003 to 2004, unrestricted general fund revenues have increased from \$97.4 million to \$145 million, which is an increase of 51 percent (See *History of Year-end Reserve Balances*). The college's budget is created using a collaborative, collegial model of both top-down and bottom-up approaches.

While college administration is responsible for reviewing the revenue from the state, the units are responsible for determining their resource requirements. The proposed budget is presented to numerous committees (e.g., President's Advisory Council) and to the Board of Trustees in an open board meeting, at which the public is given the opportunity to comment. In September 2009, the budget presented to the Board and to the college included a three-year budget projection to demonstrate the short-term and long-

term financial solvency. Approximately 86 percent of the unrestricted general fund was expended on salaries and benefits in 2008 to 2009 (See *Salary and Benefits Percentage Expended in 2008–09*). The college uses many planning processes to distribute resources. A good example of these processes is program review. Program review at this college is called Planning for Institutional Effectiveness (PIE). Through the PIE process, the units are able to determine their program-level needs that would enhance their programs as well as their services. The resources requests within PIE are used as a guiding framework for funding institutional improvement projects. For example, the resource request list form in PIE is given to the major areas across campus to guide their planning efforts. The list of facility needs provides a guiding framework for the facilities department to help prioritize their work. It is through this PIE list and many other processes that determine the priorities for reprioritization of work. The Instruction Team's Budget Request Process is a good example of how PIE requests and other immediate requests are used to evaluate and prioritize budget needs (See *Budget Request Process; PIE documents (archive)*).

### III.D Self-Evaluation

Based on the evaluation of the college's financial resources, it is clear to the college that it is using a sound, viable budgetary process that is working both in this difficult fiscal time and worked earlier when the college's resources were flush. The college has also learned that it is important to plan not only for growth, but also for retrenchment. As the college has a sound program review process, the allocation of resources and the prioritization of those resources have led to this process having integrity.

The college meets the standard.

### III.D Planning Agenda

The college is confident in its current efforts and directions in having financial resources that are sufficient to support its student learning programs and services in order to improve institutional effectiveness. The distribution of the resources based on institutional

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planning has integrity as it is done through many planning processes including program review. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.1

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

#### III.D.1 Descriptive Summary

Mt. SAC has its mission statement as an integral part of its planning processes including financial planning. The Planning for Institutional Effectiveness (PIE) program review process allows all academic and service units to connect their current and future endeavors with the college's mission and goals. The resources requested through this planning process are used as the basis for resource allocation requests (See *PIE documents (archive)*). For example, when there is instructional equipment money available, the teams use a bottom-up approach to prioritizing resource allocation. Each unit's PIE is evaluated by the Division, and the Division decides on the priorities in collaboration with the faculty. The Division Deans bring those prioritized lists to the Instruction Team meeting that includes all Deans. The Deans all present their lists and discuss the validity of their lists with the team. The Instruction Team members then prioritize all requests, and this prioritized list is used to allocate resources.

#### III.D.1 Self-Evaluation

Although the college has a sound financial planning process that relies on the college's mission and goals, it is still unclear if all employees truly understand the multi-faceted complexities of resource allocation. For example, administrators/managers know how the many processes work, but a faculty member or a manager who has asked for the same resource many times before in his/her PIEs, but has not received it, may not understand why. Administration is asking the managers to be clear with employees about their resource requests being the first step in the allocation process,

but by no means does it mean one will get funding. In order to provide more opportunities for employees to understand the financial resource allocation, the college has created a Planning for Excellence Newsletters. The newsletters provide employees with different perspectives on how resources are allocated using the college's planning processes. The Integrated Planning Summits also provide employees and committees with different, hands-on perspectives about resource allocation at the college and its connection to planning. It is through these many linked, yet diverse, manners of improving employees' understanding of the processes that the college is providing a link between the college's mission and goals as the foundation for its financial planning (See *Planning for Excellence Newsletters; Integrated Planning Summit*).

The college meets the standard.

#### III.D.1 Planning Agenda

The college is confident in its current efforts and directions in relying on its mission and goals as a foundation for financial planning. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.D.1.a

**Financial planning is integrated with and supports all institutional planning.**

#### III.D.1.a Descriptive Summary

Mt. SAC relies heavily upon its mission and goals as the foundation for budget planning and allocation of resources. The college has a new Educational Master Plan, prepares a Five-Year Facility Plan, and uses the Fusion data to develop a capital needs plan (See *Five-Year Facility Plan; FUSION Facilities Condition Reports*). The planning process begins annually with the Planning for Institutional Effectiveness (PIE) process. The PIE process incorporates the college's mission and goals as the basis for establishing each department's planning focus. Financial resources needed in order to fulfill a department's goal are integrated in the PIE processes.

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During the 2004 to 2005 fiscal year, the Budget Committee developed the "Budget Allocation and Budget Review and Development Process" (See *New Budget Processes 2005-06*), which was approved by President's Advisory Council (PAC) during Spring 2005. The Budget Committee developed this new process with several goals in mind: to integrate and align the budget process with the college's planning process; to create a method for allocating new resources; to review current "status quo" budgets; to provide budget flexibility within departments, divisions and teams; and to provide for an annual review and evaluation of each year's budget process.

The "New Resources Allocation Process" was used for the first time during the 2005 to 2006 fiscal year to allocate \$681,000 (See *New Budget Processes 2005-06*) in available one-time funds and again in 2006 to 2007 when \$1.9 million one-time general purpose funds were allocated by the State (See *Budget Process Memo 2006-07*). When departments completed the "New Resources Allocation Request" form, they were also required to designate the PIE goal(s) the new funds would support. This process continues to be used when available one-time or ongoing funding becomes available.

During the 2008 to 2009 fiscal year, one of the Budget Committee's goals was to review and to evaluate the effectiveness of the "Budget Allocation and Budget Review and Development Process" and make recommendations to improve the process, if needed (See *Budget Committee's Goals 2008-09*). During each fiscal year, the college has identified specific strategic objectives that are targeted toward achieving specific college goals. The Budget Review and Development Guide was released in spring 2010 (See *Budget Review and Development Guide*).

A good example of how the college uses its fiscal expenditures to support achievement of institutional plans can be found in the Basic Skills Coordinating Committee minutes and the yearly Basic Skills Project Report (See *Basic Skills Coordinating Committee; Basic Skills Project Results*). The Research and Institutional Effectiveness Department works closely with projects that are funded over \$20,000 to help focus their

assessment, their research, and their evaluation efforts at a high level to be able to evaluate the effectiveness of their program. At the August 2009 meeting of the Board of Trustees, the college's Vice President of Instruction presented to the Board an overview of some of the project outcomes from 2008 to 2009 (See *Board of Trustees Minutes—August 2009*). It was clear in the report that without fiscal and institutional planning, the efforts toward improving student success would not have been achieved.

### III.D.1.a Self-Evaluation

The college uses a financial planning model that is integrated with and supports the institution's planning efforts. As part of the PIE process, the college reviews its mission and goals on an annual basis and includes those revisions in its annual fiscal planning process.

The college meets the standard.

### III.D.1.a Planning Agenda

The college is confident in its current efforts and directions in using a financial and institutional integrated model for planning. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.1.b

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

### III.D.1.b Descriptive Summary

Fiscal planning recurs annually, beginning with the Planning for Institutional Effectiveness (PIE) process. The PIE process incorporates the college's mission and goals as the basis for establishing each department's planning focus. Financial resources needed in order to fulfill a department's goal are integrated in the PIE process. Funding priorities are established based on the category of funds being requested. Funding

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priority examples can be found in areas such as allocating instructional equipment, determining facility maintenance requests, and faculty hiring prioritization. The PIE process includes student learning outcomes (SLOs) at both the course and program levels. As the college's mission statement focuses on academic excellence, it is clear that program review resource requests that are linked to the college's mission statement are all, in essence, supporting academic excellence (See *PIE documents (archive)*).

The majority of Mt. SAC's financial resources come from State apportionment. During the last few years, upon careful review of existing financial resources, the Budget Committee has recommended the allocation of some one-time and ongoing funds.

As a result of the current State budget crisis, the Budget Committee, as one of its goals, has developed guidelines for budget reductions while preserving the college's mission and goals (See *Guidelines for Budget Reductions 2008*). These Budget Reduction Guidelines were disseminated to the entire campus via email on December 8, 2008 (See *Campus-wide Email to Announce Budget Reduction Guidelines December 2008*; *Campus-wide Email to Announce Budget Reduction Guidelines August 2009*).

In addition, a budget task force was established, which includes representatives from all campus constituency groups, to elicit input on cost-saving ideas in order to save jobs and to maintain educational quality. Interested parties were asked to submit any cost-saving or revenue generating ideas through Mt. SAC's website link. Submissions submitted were to suggest ways to reduce costs, to work smarter, to improve efficiency, and to generate revenue. In spring 2010, the Budget Committee is reviewing the final list of reduction measures (See *Budget Committee; Cost Cutting Revenue Generating Task Force minutes; Website for Soliciting Cost Saving/Revenue Generating Ideas; Original Listing of all the Cost Saving/Revenue Generating Ideas Submitted*).

One example of the college's fiscal resource planning efforts is its pursuit of several land asset opportunities.

A small corner lot located at Grand and Temple Avenues has been leased out for a many years for strawberry, pumpkin, and Christmas tree sales. Mt. SAC also leases space on campus to the 48th District Agricultural Program. The Agricultural District provides teacher training and materials in agriculture to K-12 teachers. The District is partnering with the college's Agricultural Department to improve agricultural literacy in the San Gabriel Valley. The college also receives additional income for housing several wireless telephone cell sites on Mt. SAC property.

The college seeks external funding through state and federal categorical programs, grants, and partnerships. The dramatic decrease in funding from the State in fall 2009 brought to light many areas for improvement at how the college uses categorical program money. Through a collaborative and integrated planning model, the college took this opportunity to reexamine its categorical funding for the next few years and to create scenarios that would be enacted depending on the state money allocation. While state allocation seems to be quite fluid, it is important that the college demonstrates a commitment to its core mission and goals as it supports its programs.

The Grants Department facilitates the application for and monitoring of grants and contracts that bring additional resources to the college. During the fiscal year 2008 to 2009, the Grants Department monitored 39 active grant projects totaling approximately \$6.5 million in fiscal year funds (\$15.2 million in total funds) to augment existing programs at Mt. SAC. In addition to monitoring these projects, the Grants Department submitted 18 new grant applications requesting more than \$1.8 million in grant funds (See *Grants Reports*).

Many grants also involve a variety of partnerships. During the fiscal year 2008 to 2009, Mt. SAC collaborated with an array of partners on active grant project and grant proposals, including 13 school districts, 23 community colleges/districts, eight (8) baccalaureate colleges/universities, and eight (8) industry partners.

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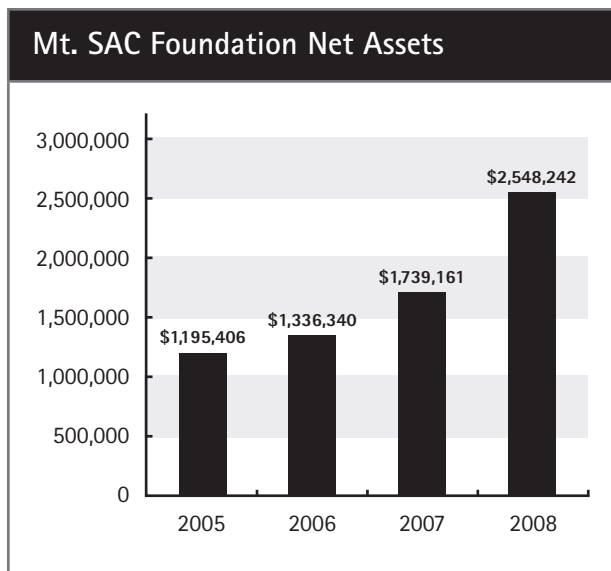
> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



Mt. SAC's Foundation supports the College by raising money for scholarships, for campus projects, and for capital campaigns. During 2004 to 2006, the Foundation raised:

- \$175,000 through the 60th Anniversary Campaign to support endowment and scholarship funds.
- \$370,000 in additional new funds available for scholarships.
- \$140,000 through various special events.
- \$540,690 for renovation of the Mt. SAC Planetarium.

The Foundation's net assets have increased two-fold from \$1,195,406 in 2005 to \$2,548,242 in 2008 (See *Foundation Audit Report 2008*).



For the 2008 to 2009 fiscal year, the Foundation established 10 new scholarships and provided 165 scholarships totaling \$175,000 to students.

The Foundation has supported many campus projects such as the:

- Humanities Famous Speakers series with grants totaling \$4,000, which brought Helen Thomas, Dean of the White House Press Corps, to the campus in 2008 and Brian Graden, President of MTV, in 2009.

- Humanities Women's Month and Writer's Day.
- Mt. SAC award winning chorus.
- Securing of significant gifts and donations for the Mt. SAC Child Development Center, the Fire Technology Academy, and the Mt. SAC Arts Council.

Both the Foundation and the college have developed partnerships with community, civic, education, health care, municipal, and business entities, which bring resources to Mt. SAC.

For example:

- Many partnerships have resulted in scholarship funds for Mt. SAC students or donations that can be used in the classroom.
- Received a donation of a donor's residence valued at \$700,000.
- Received a donation of a Gulfstream II jet aircraft for the college's aircraft maintenance program, which was valued at \$1.3 million.
- The Aviation program also has a unique relationship with Southern Illinois University, which flies instructors to the campus on weekends so that Aviation students can continue their studies and earn a Bachelor's degree within 16 months.

### III.D.1.b Self-Evaluation

The college has an institutional planning process that reflects thoughtful and meaningful evaluation of its financial resources both in regards to the availability of and the need for. The college focuses on many financial resources in order to achieve its mission of academic excellence. It is through these grants and partnerships that the college provides its students with more and diverse ways of achieving through learning as well as building relationships with external bodies.

The college meets the standard.

### III.D.1.b Planning Agenda

The college is confident in its current efforts and directions in using its institutional planning to reflect realistic and meaningful assessment of its financial resources including securing resources from grants

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and partnerships. As the college is fiscally sound, it is clear that it has appropriately evaluated not only the external resources needed but also the expenditure requirements. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.1.c.

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

#### III.D.1.c. Descriptive Summary

Mt. SAC carefully plans for payment of long- and short-term debt as well as for future liabilities. Long-range planning is based on the Education and Facilities Master Plans with goals that are established to meet plan objectives. Short-term plans remain flexible to reflect current fiscal realities. When funding is available, more priorities are addressed. When funding is reduced, the college restricts spending and reduces expenses. Although long-term budget planning has been made more difficult by the current state budget crisis, Mt. SAC continues to be a fiscally-sound institution. The college has developed a three-year budget projection to account for the 2009 and beyond anticipated fiscal crisis (See *Budget Projection*).

Board Policy 6200: Budget Preparation requires that the college make every effort to maintain a 10% reserve in order to maintain fiscal health and stability (See *Board Policies—BP 6200*). This requirement illustrates that the college works judiciously to keep itself from experiencing financial instability. The annual financial plan of the college includes estimates for ongoing operations and obligations, the actual expenditures and revenues of the prior year, and an estimate of the potential expenditures and revenues of the following year. Then, the budget is adjusted to meet the needs of the new fiscal year.

Mt. SAC's 2020 Vision Strategic Plan (See *Vision 2020: Strategic Plan Goals and Initiatives*), which offers

projected conditions and enrollment growth over 20 years, resulted in the passing of Bond Measure R in 2001. Since then, long-term planning as a result of the plan's projections has continued with the following:

- The college passed a follow-up to Bond Measure R, titled Bond Measure RR, in 2008 which will allow for further development of structures that will meet the needs of the growth in enrollment that is projected.
- The college entered into an energy project in 2001. The college took out low interest loans to complete this project which, upon its completion, has reduced energy costs.
- In 2008, the college established an OPEB (Other Post-Employment Benefits) trust that contains funds to be used for retiree medical benefits. Annual contributions are deposited into the trust based on the college's Actuarial Accrued Liability (AAL). As of June 2009, the trust has \$58 million toward funding the OPEB liability.

#### III.D.1.c. Self-Evaluation

Mt. SAC's careful planning for both the short-term and the long-term has allowed it to continue to be fiscally sound even amidst the continuing state budget crisis. Decisions made in the last few years as a result of projected enrollment growth have allowed the college to be ready for this growth in years to come. The Board of Trustees' requirement for a 10% reserve may prove to be even more prudent with the budget crisis affecting the state; the Board allows a 5% reserve in these fiscal times. In addition, the college has established an OPEB trust in order to ensure the long-term solvency and protection of retiree medical benefits.

The college meets the standard.

#### III.D.1.c. Planning Agenda

The college is confident in its current efforts and directions in assuring its short- and long-range financial plans and priorities. Through its many budget planning processes, the college makes plans for and honors its liabilities and future obligations. As the current

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planning endeavors are working well, there is no need for new planning efforts.

### III.D.1.d

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

#### III.D.1.d Descriptive Summary

The Budget Committee develops, recommends, and evaluates policies and processes relating to all aspects of college finances; and it reports to the President's Advisory Council (PAC), which is the primary planning body of the college. The membership of both the Budget Committee and PAC includes representatives from all constituency groups (See *Budget Committee; President's Advisory Council*).

The minutes of both the Budget Committee meetings and the PAC meetings are available on the college website (See *Budget Committee; President's Advisory Council (PAC)*). The Academic Senate recently passed Resolution 2009-02, SLO/GEO Transparency, which allows for read-only access to ePIE, the planning documents for individual departments and units on campus (See *Transparency of SLOs/GEOs; PIE documents (archive)*). In 2004 to 2005, the college implemented a Budget Allocation and Budget Review and Development Process. Memos to the campus introducing and explaining this new process were distributed via both hard-copy and campus-wide e-mail. During fall 2009 and spring 2010, the Budget Committee evaluated and updated the budget process flowchart and budget development calendar (See *Budget Review and Development Guide; Budget Flowchart*).

The California Code of Regulations, Title 5, requires that the Board of Trustees adopt a tentative budget by July 1 (Section 58305) and a final budget by September 15 (Section 58301). As stated in Board Policy 6200: Budget Preparation, "Adoption of the final budget by the Board of Trustees acknowledges the college's mission, goals,

plans, and priorities, and constitutes legal authority for the receipt and disbursement of funds and the implementation of the budget" (See *Board Policies—BP 6200*).

#### III.D.1.d Self-Evaluation

All constituencies have opportunities to participate in planning and budgeting at the college. Planning and budgeting processes are transparent and align with the mission and goals of the college.

The college meets the standard.

#### III.D.1.d Planning Agenda

The college is confident in its current efforts and directions in defining and following its guidelines and processes for financial planning. The budget development process is a collaborative governance process that involves constituencies having the opportunity to participate in the development of institutional plans and budgets. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2

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

#### III.D.2 Descriptive Summary

The Los Angeles County Superintendent of Schools had been providing Mt. SAC with fiscal, budgetary, and financial management services through a contractual agreement for many years. On August 27, 2008, the Board of Trustees approved Mt. SAC's application to the Los Angeles County Superintendent of Schools requesting Fiscal Accountability Status. Mt. SAC began this process by following the steps as defined in Education Code 85266, which required adhering to

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statutory requirements with specific deadlines. The Fiscal Accountability concept was designed to provide an alternative relationship between the Los Angeles County Superintendent of Schools and county K-14 schools. As a result, Mt. SAC has now assumed the majority of the responsibilities previously performed by the Los Angeles County Superintendent of Schools for fiscal, budget, and financial management systems (See *Fiscal Accountability*).

In addition, Mt. SAC now has oversight for the internal audit function and for the issuance of payroll and commercial warrants. The Los Angeles County Superintendent of Schools still retains high-level oversight of the college but is no longer involved in the day-to-day activities. Its new role is to ensure that the college comply with its approved Fiscal Accountability Plan (See *Fiscal Accountability*). Part of this approval process was to demonstrate to the Los Angeles County Superintendent of Schools that the college had a financial management system in place, as it would no longer be using the County's Finance and Payroll Systems. The integrity and security of the new Banner Finance and Human Resources/Payroll systems had to be validated by a team of external auditors prior to obtaining Fiscal Accountability Status approval on July 1, 2009 (See *Fiscal Accountability*).

### III.D.2 Self-Evaluation

This transfer of responsibilities from the Los Angeles County Superintendent of Schools to Mt. SAC was an enormous undertaking. The time and effort required to obtain Fiscal Accountability Status was colossal, but in the long run Mt. SAC will be in a much better place to provide the campus community with accurate, timely, and dependable financial information. This is extremely important as the college monitors budgets and analyzes current financial data to ensure sound financial decision making. Previously, using the County's Financial Management System, departments did not have online access to their financial transactions and could only view a hard-copy report that was updated weekly. Now, all departments can view financial information down to the detail level, which is accurate and timely

information. Overall, the system that was created is outstanding and reflects the institutional commitment to improvement.

The college meets the standard.

### III.D.2 Planning Agenda

The college is confident in its current efforts and directions in assuring the financial integrity and responsible use of financial resources. Through the Banner system, Mt. SAC has the appropriate control mechanisms in place to protect it against fraud. Departments have the ability to view the status of their accounts at any point in time, thus allowing them to use financial information for their decision making. As the current planning endeavors are working well, there is no need for new planning efforts.

#### III.D.2.a

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

#### III.D.2.a Descriptive Summary

As required by the California Code of Regulation, Title 5, an annual audit is performed by an independent Certified Public Accountants firm on all financial records of the college (See *Financial Audits*).

The audit is conducted in accordance with generally accepted standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor(s) obtain reasonable assurance that the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the accuracy of the college's financial statements and accounting practices.

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Effective with the 2001 to 2002 fiscal year, the college's audit was presented according to the standards of Governmental Accounting Standards Board Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community college districts use the reporting standards under the BTA model.

The college has a history of receiving an unqualified audit report, which means there were no material weaknesses or reportable conditions identified during the audit. The audit report may include findings, which are supported by external auditor recommendations. These findings require a response by management, which includes an action plan for improvement. The goal of the action plan is to rectify the finding within the subsequent fiscal year, although some findings may require longer periods of time to fully implement.

The annual audit report is presented to the Board of Trustees by the independent auditor and is available on the web (See *Financial Audits*).

During 2008 to 2009, the college submitted an application to the Los Angeles County Superintendent of Schools to obtain "Fiscal Accountability" Status (See *Fiscal Accountability*). Approval of this application allows the college to process internally all payroll and commercial warrants. The college developed a Fiscal Accountability Plan and an additional audit was required, which focused on the security of the college's finance and human resources/payroll enterprise application systems and that adequate internal controls were in place (See *Fiscal Accountability*).

The planning process is an ongoing program review process known as Planning for Institutional Effectiveness (PIE). The PIE process incorporates the college's mission and goals as the basis for establishing each department's planning focus. Financial resources needed in order to fulfill a department's goal are integrated in the PIE process (See *PIE documents (archive)*). Funding priorities are established based on the category of funds being requested. Funding

priority examples can be found in areas such as allocating instructional equipment, determining facility maintenance requests, and faculty hiring prioritization. The PIE process includes student learning outcomes (SLOs) at both the course and program levels. As the college's mission statement focuses on academic excellence, it is clear that program review resource requests that are linked to the college's mission statement are all, in essence, supporting academic excellence.

### III.D.2.a Self-Evaluation

Annual independent financial audits are completed as per legal requirements. Audit findings have been relatively minor and have been appropriately addressed. The college was approved Fiscal Accountability Status effective July 1, 2009. The audited financial reports are on the college's website.

The college meets the standard.

### III.D.2.a Planning Agenda

The college is confident in its current efforts and directions in its financial documents. The college's financial documents reflect the appropriate allocation and use of financial resources. Ultimately, every activity at the college supports in one way or another student learning programs and services, and all are supported by the finances of the college. As a fiscally accountable college, its responses to the external audit findings are comprehensive, timely, and are communicated appropriately. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.b

**Appropriate financial information is provided throughout the institution.**

### III.D.2.b Descriptive Summary

Many financial documents are distributed throughout the institution on an annual basis. Budget development worksheets are distributed at the beginning of the

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annual budget process. Budget changes are reflected on these worksheets and returned to Fiscal Services for incorporation into the budget. Fiscal Services is currently in the process of implementing a web-based budget system, which will greatly improve the efficiency of the budget process. The Adopted Budget is distributed widely throughout the campus community and is available to the public upon request.

With the January 2008 implementation of the Banner Finance module, each budget manager now has online access to all financial information and data on accounts for which he/she is responsible. The Banner Student Accounts Receivable module went live on May 13, 2009, and it provides students with online access to view their student account and includes all charges and payments.

The Budget Committee and President's Advisory Council (PAC) receive periodic updates on the status of the college budget, which includes revenue and expenditure assumptions that are used in developing the budget. The budget updates also include a historical view of previous years showing actual revenues, expenditures, and reserves for comparative purposes.

The CCFS-311Q, which is a Quarterly Financial Report, is submitted to the Board of Trustees and the State Chancellor's Office. This report reflects the unrestricted and restricted General Fund Budget totals and cumulative to-date expenditures (See *Budget Quarterly Financial Report CCFS-311Q*).

The Annual Financial Report, CCFS-311, is completed at the end of the fiscal year and distributed to all constituent groups. The Annual Audit Report is distributed upon request (See *Budget Annual Financial and Budget Report CCFS-311; Financial Audits*).

### III.D.2.b Self-Evaluation

The college continues to make improvements with the distribution and the availability of accurate and timely financial information for both employees and students. It is currently working to implement online access to web-based financial reports.

The college meets the standard.

### III.D.2.b Planning Agenda

The college is confident in its current efforts and directions in having the appropriate financial information provided throughout the institution. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.c

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

### III.D.2.c Descriptive Summary

Mt. San Antonio College has historically maintained sufficient cash flow and reserves to maintain stability. Due to the increase in apportionment deferrals by the State, cash balances are monitored and cash flow analysis is updated monthly. Because of efficient fiscal management and Board Policy, the college has been able to handle the current uncertain State budget crisis situation. For the last three fiscal years, the college maintained the following unrestricted reserves: 2006 to 2007—\$32.9 million (24.26%); 2007 to 2008—\$26.7 million (17.43%); and 2008 to 2009—\$27.2 million (18.26%) (See *Budget Historical View*).

In June 2008, the college issued \$10,835,000 in revenue lease bonds to provide for continued cash flow of schedule bond construction projects. In 2008, the voters approved Measure RR, which provides the college with \$353 million for additional construction projects (See *Bond Measure RR Success*). Once the first series of bonds is issued, the revenue lease bonds will be paid off.

With respect to risk management, the college has several programs and processes in place. Mt. San Antonio College participates in several joint powers agreement (JPA) entities for insurance coverage that is sufficient for its needs. The Alliance of Schools for Cooperative Insurance Programs (ASCIP) provides

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property and liability insurance for its member districts. The college has a Health and Safety Committee that works with faculty, staff, and students to identify and reduce risks and hazards on the campus (See *Health and Safety Committee*). In fall 2009, the college paid for external trainers to educate many employees via the FEMA system as part of its Emergency Preparedness Plan. The Director of Safety, Health Benefits, and Risk Management oversees this plan and all components within it. In winter 2010, employees who passed the trainings were given their certificates, and those who failed were asked to re-train.

The Southern California Community College District Joint Powers Agency (SCCCDJPA) provides workers' compensation coverage. Each member district pays an annual premium based on its experience rate and total annual payroll.

Campus security is provided by the Public Safety Department, which coordinates its law enforcement activities with the Los Angeles County Sheriff's Department (See *Crime Statistics*).

### III.D.2.c Self-Evaluation

The college has had sufficient cash balances to deal with the fiscal uncertainties of the current year. Due to its high level of reserves, the college is able to use the money through a planning process to achieve fiscal viability. It is clear, however, that the college needs to continue to monitor its cash flow and reserves to account for the unexpected. It is through the college's careful planning efforts in many areas including risk management and financial emergencies that the college has demonstrated its institutional commitment toward creating a stable environment, as much as possible, for its employees and students.

The college meets the standard.

### III.D.2.c Planning Agenda

The college is confident in its current efforts and directions in ensuring sufficient financial resources to maintain stability. Its strategies for risk management

are appropriate, and plans to meet financial emergencies are realistic. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.d

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

### III.D.2.d Descriptive Summary

Fiscal Services records and manages the funds of the college while ensuring proper internal controls and separation of duties. As part of the annual audit, the independent external auditors examine the college's processes and procedures to validate effective internal controls (See *Financial Audits*).

Each community college district is required to follow the California Community College Budget and Accounting Manual in accordance with Education Code Section 84030. The objective of the manual is to provide a uniform fund-structure, revenue and expenditure classifications, and other accounting procedures for consistent and comparable reporting of financial data. Mt. San Antonio College is required to present its financial statements in accordance with generally accepted accounting principles (GAAP) and the California Community College Budget and Accounting Manual.

Financial aid, grants, and externally-funded programs are accounted for in separate funds of the college's financial statements. These funds are accounted for as prescribed by the funding agency and are subject to an individual audit, if required.

Auxiliary Services was incorporated as a not-for-profit corporation on October 6, 1982. The Corporation formally began operations on July 1, 1983. The Auxiliary Services Corporation includes the operation of dining services, of satellite operations, and of the bookstore,

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and provides full accounting and banking services for campus services and related club activities (See *Auxiliary Services Meeting Minutes*).

The Mt. San Antonio College Foundation, established in 1967, is an independent registered tax-exempt corporation created for the benefit of Mt. San Antonio College and its students. The primary activity of the Foundation is to raise funds for scholarships for students and for unfunded needs of the college. The President/CEO of the Mt. San Antonio College serves as a member of the Foundation's Executive Committee.

The Auxiliary Services Corporation and the Mt. San Antonio College Foundation are independent of the college, and each undergoes a separate annual audit.

### III.D.2.d Self-Evaluation

Through the college's oversight of finances, it is able to evaluate financial aid grants, externally-funded projects, contractual relationships, auxiliary organizations, and foundations. The college is also able to evaluate its institutional investments and assets. The college used a sound auditing process continually to evaluate and improve its budget oversight.

The college meets this standard.

### III.D.2.d Planning Agenda

The college is confident in its current efforts and directions in its oversight of finances. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.e

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

### III.D.2.e Descriptive Summary

Auxiliary Services is an integral part of Mt. San Antonio College, and its many operations are consistent with

the mission and goals of the college. It provides many services to faculty, to staff, and to students, such as support for home football games, for the CIF Preliminaries and Finals, for the Footlocker Cross Country Meet, and for the Mt. SAC Relays. Auxiliary Services oversees and provides accounting services for more than 100 club/trust accounts. Auxiliary Services is continually looking at ways better to serve and to meet the needs of the students with integrity. This has been evident with the opening of the "Common Grounds" coffee house and a fifth convenient store. In 2003, Dining Services opened a Carl's Jr. in response to student requests for branded foods (See *Auxiliary Resolutions*).

The Grants Department is available to faculty, staff, and managers in the development of grant proposals that are consistent with the college's mission and goals (See *Grants Reports*). The Grants Department completes annual reports that include the following information: all active projects by title and funding agency, project director and department, start and end dates, fiscal year funding amount, and total grant award amount; all new proposals by title and funding agency, date submitted, current year requested amount, total requested amount, and funding status (pending, funded, not-funded); and partnerships with school districts, community colleges, baccalaureate colleges and universities, business/industry, and community/professional organizations. The Grants Department prioritizes projects based on institutional priorities and participates in the college-wide Planning for Institutional Effectiveness (PIE) process, identifying departmental objectives aligned with the college goals. Grant project directors, whenever possible and/or appropriate, incorporate their work on grants into the PIE process.

The Grants Department maintains audit-ready files for all active projects and stores records for all closed projects for at least five years after grant completion. In addition, the Grants Department processes all paperwork related to grant expenditures (hire documents, timesheets, requisitions, reimbursement claim forms, etc.). This process ensures that funds are spent in accordance with applicable federal, state,

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and/or local regulations, as well as in alignment with specific funding agencies' allowable and unallowable costs. When grant projects need to revise original budget requests, the Grants Department assists project directors in requesting revisions following the appropriate funding agency and college processes and procedures.

Auxiliary Services, Dining Services, and the Bookstore Commission hold quarterly meetings with staff and student representatives. These meetings include the review of quarterly financials and reports on upcoming events and initiatives that are consistent with the mission and the goals of the college (See *Auxiliary Services Meeting Minutes*).

The Bookstore holds many promotional events for staff and students, such as sidewalk sales, many related holiday specials, and discount incentives for students.

The mission of the Mt. San Antonio College Foundation is to support the college's priorities that enhance the college's ability to serve students. The Foundation is governed by an all-volunteer Board of Directors, which meets quarterly, and the Executive Board, which meets monthly. The Foundation assists the college by raising funds for student scholarships, with the support of athletic programs, and with capital projects such as the campaign to raise funds to replace equipment in the college's planetarium (See *Foundation*).

### III.D.2.e Self-Evaluation

The college's financial resources are used with integrity in a manner consistent with its mission and goals. The college continues to look at ways better to serve and to meet the needs of its students.

The college meets the standard.

### III.D.2.e Planning Agenda

The college is confident in its current efforts and directions in ensuring that all financial resources are used with integrity. The Auxiliary Services, Foundation, and Grants Office are prime examples of how the college uses its mission and goals as the impetus for

this integrity. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.f

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

### III.D.2.f Descriptive Summary

College policies and procedures govern contractual agreements with external entities (See *Board Policies—BP 6340*) and are consistent with the college's mission and goals. These policies include appropriate provisions to maintain the integrity of the institution. Authorized agents must adhere to these policies. The Purchasing Department oversees the issuing of all contracts on behalf of the college. The President, the Vice President of Instruction, and the Vice President of Administrative Services have authority to represent the District and to execute documents arising from the purchasing and contract function (See *Board Policies—BP 6150*). The District annually obtains Board authorization for other key employees to sign specific documents on behalf of the District (See *Board Policies—BP 6150*). Administrative Regulations define bidding and expenditure limits of purchasing activities. The conflict of interest policy prohibits the purchase of materials or services from any employee of the District except under specific conditions (See *Administrative Procedures—AP 2710*).

Contracts and amendments to contracts are part of the monthly Board of Trustees agenda that require Board approval. All contracts have indemnification and termination clauses that protect the college and ensure that the college has sufficient control over its contracts.

In December 2008, the Board of Trustees approved the implementation of the Uniform Public Construction Cost Accounting Act. This raises the formal bid for public works construction projects from \$15,000 to \$125,000. This implementation allows the college more

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efficiently and more effectively to manage small- to medium-sized projects. Adopting these procedures also benefits local contractors who are deemed "qualified" bidders for smaller projects.

The District is actively involved in and contributes to a variety of consortiums and purchasing organizations, including the Foundation for California Community Colleges and the Southern California Community College Purchasing Association, which assist in keeping the District apprised of current best practices and present opportunities to share in cost savings achieved by pooled purchasing and contracting efforts.

### III.D.2.f Self-Evaluation

All contracts entered into by the District are handled in a timely and efficient manner and in accordance with public codes and Board Policies. The Purchasing Department works with requestors and service and material suppliers to assure that appropriate documentation and insurance coverage are obtained. Contracts comply with institutional policies and ensure the protection of the college, as well. The Purchasing Manual and Board Policies/Administrative Procedures reflect current code requirements and best practices and are reviewed and updated.

The college meets the standard.

### III.D.2.f Planning Agenda

The college is confident in its current efforts and directions in its contractual agreements with external entities. These contracts are consistent with the college's mission and goals and are governed by its institutional policies that allow it to maintain its integrity. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.2.g

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

### III.D.2.g Descriptive Summary

Fiscal Services regularly evaluates the college's financial management processes, and the results of the evaluation are used to improve financial management systems. Prior to the approval of the college's Fiscal Accountability Status (See *Fiscal Accountability*), a stringent audit was performed on the Banner Finance and Human Resources/Payroll modules by an external audit firm. As part of this audit process, the following were reviewed and validated:

- Adequacy of the systems
- Adequacy of internal controls
- Security set-up and controls
- Accuracy of data
- Recommend appropriate actions as necessary

The college has made great strides with the implementation of the Banner financial management system. Previously, Mt. SAC contracted for financial management processing services with the Los Angeles County Office of Education (LACOE) which used the PeopleSoft finance system. LACOE's system did not allow the campus departments to have direct access to PeopleSoft, so departments had to rely on Fiscal Services for updates on their budgets. Although LACOE supplied hard-copy reports on a weekly basis, they were already outdated when posted on Mt. SAC's website.

With Banner, departments can now submit purchase requisitions online, while automatically validating there is sufficient budget. All requisitions are routed to the appropriate manager and are approved electronically. Banner has greatly improved the efficiency and timeliness of processing purchase requisitions. Departments can now easily track the progress of their purchase requisitions online along with the real-time monitoring of budget balances. Web-based approvals were recently implemented, which allows managers to approve requisitions using any computer via the web.

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### III.D.2.g Self-Evaluation

The college continues to improve its processes. The Fiscal Services Department will continue to implement additional features of the Banner finance module, such as online budget transfers, fixed assets, and web-based budget development.

The college is continually evaluating its financial management structure and uses those evaluation results as the impetus for cyclical improvement.

The college meets the standard.

### III.D.2.g Planning Agenda

The college is confident in its current efforts and directions in evaluating its financial management processes. The college uses a regular and cyclical process for incorporating the evaluation results into its financial management. As the current planning endeavors are working well, there is no need for new planning efforts.

### III.D.3

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

### III.D.3 Descriptive Summary

The college systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. The Budget Committee, as part of the "New Resources Allocation Process," evaluates the effective use of one-time budget allocations before recommending funding as ongoing. The Budget Committee also evaluates the budget development process annually. The college currently estimates all the related expenditures associated to a semester's class schedule in order to budget appropriately and is currently working on a system to automate this process now that the college has an integrated management information system.

### III.D.3 Self-Evaluation

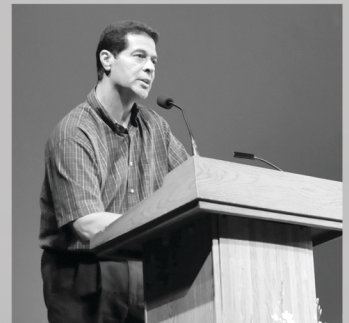
Fiscal Services performs an annual review of budget to actual expenditures in order to determine if departments stayed within their budget allocations in order to identify areas of concern. Fiscal Services reviews all purchases to ensure funds were spent in accordance with college policies and procedures.

The college meets the standard.

### III.D.3 Planning Agenda

The college is confident in its current efforts and directions in systematically assessing the effective use of its financial resources. The college has many processes in place to use the results of the evaluation as a basis for improvement and demonstration of institutional effectiveness. As the current planning endeavors are working well, there is no need for new planning efforts.

## Standard IV: Leadership and Governance



# Standard IV

## Leadership and Governance

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**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

### IV.A. Decision-Making Roles and Processes

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

#### IV.A. Descriptive Summary

The college recognizes that ethical and effective leadership throughout the organization enables the college to identify institutional vision, mission, philosophy, and strategic goals, to foster continual improvement, and, ultimately, to enhance student learning outcomes (See *Board Policies; Administrative Procedures*). Within the framework of the college's mission, vision, and core values (See *College Mission, Vision and Core Values*), the college promotes effective leadership, integrity, respect, collaboration, community building, positive spirit, and diversity. This philosophy of leadership enables the college to identify and to achieve goals in a positive environment. As part of the 2008 to 2009 College Goals and Strategic Objectives, it stated, "The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus" (See *College Goals and Strategic Objectives*); thus, effective communication is an important vehicle by which the institution is able to learn, to grow, and

to improve. Along with the other ten College Goals and Strategic Objectives, the college creates clear expectations for setting and achieving goals across the institution.

The college also has an Institutional Code of Ethics policy that clearly delineates its focus on ethical issues and thus its effective leadership stand (See *Board Policies—BP 3050*). In addition to the Board Policy, the Academic Senate at Mt. SAC has adopted the Statement of Professional Ethics from the Association of University Professors (AAUP). This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking above all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community (See *Administrative Procedures—AP2715; American Association of University Professors (AAUP) Statement on Professional Ethics*).

The college has also established a Professional Relations Committee through the Academic Senate. This committee is working on developing codes of professional ethics for faculty (See *Academic Senate End of Year Report 2008–2009*).

Although classified employees participate in governance committees and take leadership roles, further dialogue is needed to enhance and to increase the campus-wide participation in college governance processes (See *Standard IV.A.1.*).

#### IV.A. Self-Evaluation

The institution recognizes that ethical and effective leadership throughout the organization, from the Board of Trustees to the many college-wide governance committees and team structures, including the Academic Senate, Classified Senate, and Associated

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Students, enables the institution to identify institutional values, to set and to achieve goals, to learn, and to improve. The leaders of the college and the governance roles within the institution help to facilitate decisions that support student learning, improve institutional effectiveness, and promote continuous organizational improvement. College leaders are evaluating participation of classified employees in governance processes in order to identify and mitigate any inhibitors to participation.

The college meets the standard.

## IV.A. Planning Agenda

The college is confident in its current efforts and directions in which the institution recognizes that ethical and effective leadership throughout the organization enables the institution to achieve goals and to improve. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.A.1.

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.**

#### IV.A.1. Descriptive Summary

Mt. SAC values input, participation, and leadership from all constituencies and, through various collaborative processes and policies, allows staff, faculty, administrators, and students to be empowered, to be innovative, and to be focused on institutional excellence. When ideas for improvement have significant institution-wide implications, the use of participatory governance bodies assures effective dialogue, communication, discussion, planning, and

implementation. Therefore, the college utilizes a team approach that allows each team leader to meet with individuals on that team to discuss important information for planning and implementation to enhance improved functioning and outcomes. This pattern occurs at various levels throughout the organization (See *Organizational Charts; Committees and Councils*):

- President—President's Cabinet
- Vice Presidents—managers and directors
- Unions—representative and executive councils
- Academic Senate—executive boards and representative bodies
- Classified Senate—executive boards and representative bodies
- Deans—department chairs
- Managers/Directors—area employees
- Departments—faculty
- Committees and Councils—representative members

Clearly, the college is composed of a complex system of interdependent units that make and implement decisions. Mt. SAC utilizes a team-based approach to governance processes, in which representatives from various constituency groups including administrators, faculty, staff, and students serve on committees to encourage college-wide participation. College leadership embraces the concept of participatory governance as a fundamental policy of the college. Participatory governance is defined as shared responsibility for developing and recommending policy through collaboration of administration, faculty, staff, and students for the purpose of providing high quality programs and services at the college (See *Board Policies—BP 3255*).

The participatory decision making processes at Mt. SAC bring together multiple segments of the institution to develop, recommend, implement, and evaluate policies and regulations that affect employees across divisions and departments. Governance and operational committees, as well as task forces, are structured to include appropriate representation by faculty, management, classified staff, and students, whose assignments are informed by the nature of the issues

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at hand. Functions of these bodies include recommending rules, policies, procedures, direction, and processes. The governance committees include President's Advisory Council, Budget Committee, Campus Equity and Diversity Committee, Information Technology Advisory Committee, Institutional Effectiveness Committee, and Professional Development Council (See *Committees and Councils*).

Academic Senate committees and councils make recommendations regarding academic and professional matters and include the Academic Mutual Agreement Council, Assessment and Matriculation Committee, Basic Skills Coordinating Committee, Curriculum and Instruction Council, Distance Learning Committee, Educational Design Committee, Equivalency Committee, Outcomes Committee, Student Equity Committee, and Student Preparation and Success Council (See *Committees and Councils*).

Operational committees and councils participate in the short- and long-term planning of individual departments or cross department groups (See *Committees and Councils*). These bodies recommend and make decisions affecting local projects and operations, which include the Board of Appeals Committee, Health and Safety Committee, Insurance Committee, Scholarship Committee, Professional Relations Committee, Senate Planning Committee, and various other task forces (See *Committees and Councils*). Participation in the college decision making process is critical for effective decision making and for effective communication. Dedication, commitment, and good-faith efforts on the part of all involved in decision making processes are critical to enhancing the college's ability to function effectively and to respond to opportunities for improvement.

Faculty plays a central role in the governance of the college and does so primarily through the Academic Senate (See *Academic Senate*). The Academic Senate is responsible for making recommendations to the administration and for communicating with the Board of Trustees on policy development and implementation with respect to academic and professional matters. The Board of Trustees primarily relies on the Academic

Senate for curriculum, including establishing prerequisites and placing courses within disciplines, for degree requirements, for grading policies, for educational program development, for standards and policies for student preparation and success, and for policies for faculty professional development. The Academic Senate and the college President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature (See *Title 5 Subchapter 2 Academic Senates Sections 53200-53204*). The Academic Senate appoints faculty members to college-wide committees, to hiring committees, and to other ad hoc committees as needed. The Senate participates in institutional governance on a regular basis through committees and formal representation at Board of Trustees meetings.

Classified staff members have opportunities to participate in all aspects of college governance. The creation of the Classified Senate was approved by the Board of Trustees on November 20, 1991, to provide classified employees with the opportunity to participate effectively in college governance. The Senate's mission is to provide classified employees with a formal representative voice in determining institutional policies, procedures, and regulations. Comprised of a Board of 15 employees and 15 alternates elected from among and by classified employees, the Senate continually strives to increase communication among classified employees, faculty, and the college administration to address issues that will improve the campus climate. In addition, the Classified Senate President presides over all meetings and is the official spokesperson of the Senate and is the classified representative at Board of Trustees' meetings. Classified employees are exclusively represented by the California State Employees Association (CSEA) for the purpose of collective bargaining and governance. The two classified unions, CSEA 262 and CSEA 651, work closely with the Classified Senate; both unions appoint classified members to campus-wide committees, to hiring committees, and to other ad hoc committees as needed.

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It is imperative, with the support of their managers, for classified staff to have opportunities to participate in all aspects of college governance; they play an integral role in generating ideas, in moving their departments forward, as well as in helping the college achieve its stated goals. The Classified Senate also participates in institutional governance on a regular basis through committees and formal representation at Board of Trustees meetings.

Administrators and managers provide vital leadership, which includes cultivating a positive working environment, maintaining a productive campus climate, fostering the development of human potential, and maintaining a sense of community on campus. In addition, students provide a key leadership role in decision making and have the opportunity to participate fully in the college's decision making process as well. Student input regarding the impact of policies and procedures on student preparation and success is made possible through active participation on college-wide committees and through the Associated Students Government (A.S.). The A.S. is responsible for establishing membership criteria, for electing its officers, for developing its own budget, for overseeing a thorough program of activities, and for representing the student body at Mt. San Antonio College. The A.S. Senate (20 members) serves to promote and to protect the diverse needs of students; to enhance the awareness of student concerns through open communication with administration, faculty and staff; to foster opportunities for leadership and involvement in the campus community; and to execute all obligations, both fiscal and judiciary, in an objective and ethical manner. Mt. San Antonio College students are encouraged to participate in the governance of the college by serving on various college-wide committees. The Associated Students' President has the authority to appoint student representatives to serve on college-wide committees, on task forces, and on other governance groups. As a student representative on college-wide committees, students have the opportunity to offer opinions and to make recommendations to the administration of the college and to the Board of Trustees with regard to college policies and procedures that have or may have a

significant impact on students (See *Associated Students College Wide Committee Application*).

During the monthly Board of Trustees' meeting, each constituency group is listed regularly on the agenda and has the opportunity to make a report; the groups included are: Associated Students, Academic Senate, Classified Senate, Faculty Association, CSEA Units, and other unrepresented groups (See *Board of Trustees Minutes*). There is also an opportunity on the Board agenda for open communication, which allows for communication from the public. In addition, the college is committed to open processes that include not only college members but also major stakeholders and community partners; therefore, community representatives participate actively with the college on advisory committees, partnering initiatives, etc.

#### IV.A.1. Self-Evaluation

The leaders of the college create an environment for empowerment, for innovation, and for institutional excellence through the many committees, team structures, Academic Senate, Classified Senate, and Associated Student government. Systematic participative processes are in place to allow for institutional effectiveness related to the college's policies and institution-wide issues; although, the college should engage in further dialogue about participation in governance committees to identify and mitigate inhibitors to classified employees' involvement in participatory governance.

The college partially meets the standard.

#### IV.A.1. Planning Agenda

The college is confident in its current efforts and directions in which institutional leaders create an environment for innovation and institutional excellence. Staff, faculty, administrators, and students, no matter what their official titles, are encouraged to take initiative in improving the practices, the programs, and the services in which they are involved. To further these efforts, the President's Advisory Council will re-visit its current process that it has been using since 2004

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for evaluating and assuring effective and meaningful participation by classified employees on appropriate committees (See *Revised Guidelines for Appointment and Services of Classified Staff on College Committees*). A systematic participative process will continue to be used to assure effective discussion, planning, and implementation.

## IV.A.2

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

### IV.A.2 Descriptive Summary

Mt. SAC maintains a written policy defining and authorizing faculty, staff, administrator, and student participation in decision-making processes. Mt. SAC's Board Policy 3255 addresses participatory governance, which is defined as shared responsibility for developing and recommending policy through the collaboration of administration, faculty, staff, and students, for the purpose of providing high quality programs and services at the college. The policy states, "appropriate constituencies of the college shall participate in planning for the future and in developing policies, regulations, and recommendations under which the college is governed and administered" (See *Board Policies—BP 3255*). Governance at Mt. SAC is defined as joint responsibility, authority, and decision-making, through the collaboration of administration, faculty, staff, and students for the purpose of providing quality college programs. Administration, faculty, staff, and students have representation on governance councils and committees and represent different constituent groups across the campus.

## IV.A.2 Self-Evaluation

The college has implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes; however, the policy does not specify the manner in which individuals bring forward ideas from their constituencies, although the campus community does work effectively together to develop appropriate policy, planning, and special-purpose bodies. To further these efforts, the President's Advisory Council will review and revise college policy to specify the manner in which individuals bring forward ideas from their constituencies to enhance collaboration and to ensure that all members of the campus community understand the role and processes of effective participatory governance.

The college meets the standard.

### IV.A.2 Planning Agenda

The college is confident in its current efforts and directions in which the institution implements policies and practices providing for faculty, staff, administrator, and student participation in decision-making processes, and supporting campus-wide collaboration to establish appropriate policy and planning. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.A.2.a

**Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

#### IV.A.2.a Descriptive Summary

The college has substantive and clearly defined roles, mechanisms, and organizations within the institutional governance process to ensure that all members of the

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campus community have the opportunity to participate in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise. The President's Advisory Council (PAC) is charged with short- and long-term strategic planning, as well as the broad oversight of college budgetary decisions related to planning. Other important planning committees include the Budget Committee and the Institutional Effectiveness Committee. Administration, faculty, staff, and students all have representation on these planning committees. The flow of communication keeps everyone informed of budget issues that inevitably affect the goals of the college. Each year, PAC asks committees and councils to evaluate how they are functioning and to recommend changes to membership, to purpose, and to function to enhance the governance structure.

The faculty's voice is heard through the Academic Senate and the Faculty Association and brought forward by the respective Presidents. Each department is allowed at least one Senator to represent department views and/or concerns in the Academic Senate. Departments are also allowed at least one Faculty Association representative to voice department concerns and bring forward issues regarding salary, benefits, and working conditions. All matters that are academic and professional must be presented, debated, and approved by the Academic Senate. Curriculum issues are discussed in the Curriculum and Instruction Council and then forwarded to the Academic Senate for approval. Processes that have been approved in the Academic Senate are forwarded to the Academic Mutual Agreement Council (AMAC) for approval and then brought to the President and to the Board of Trustees for final approval.

CSEA provides classified employees with an official representative voice in determining institutional policies, procedures, and regulations through participatory governance. The Classified Senate President is the official spokesperson of the Senate. CSEA is a member-run organization and has exclusive bargaining rights with the District regarding salary, benefits, and working conditions. The Associated Students (A.S.) serves as the representative body of

students of Mt. San Antonio College. The A.S. Senate serves to enhance the awareness of student concerns through open communication with administration, with faculty, and with staff; students serve on various campus-wide committees to ensure that their voices are included in college decision making processes (See *Associated Students Campus-wide Committee Application*).

Students participate in decision-making through the Associated Students (A.S.). A process has been established by the A.S. to enable students and other members of the campus to propose bills, to propose resolutions, and to make budget requests from the student activities fee allocations. Meeting twice weekly, the A.S. Senate reviews, discusses, and votes on proposals, on resolutions, on bills, and/or on appropriations using parliamentary procedures. Students also consider budget proposals made by faculty members and administrators on behalf of special programs involving students (e.g., performing groups in Music, Drama, and other competitive programs), and they decide how their budget will be allocated. Students take their annual budget recommendations to the Board of Trustees for approval. Additionally, students have been traditionally included on campus-wide governance committees, including the President's Advisory Council, Budget Committee, Student Equity Committee, and Student Preparation and Success Council. Student issues are brought to the appropriate college-wide committee for discussion and development, with some issues being forwarded to the Academic Senate. Student senators are each required to represent the students on a designated campus committee. A student representative attends the Academic Senate meeting and makes regular reports on student activities and student issues. The Student Trustee also represents the student voice on the Board of Trustees and attends meetings of the A.S. Senate and serves on the A.S. Executive Board to keep students apprised of ongoing decisions and important institutional issues.

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## IV.A.2.a Self-Evaluation

Mt. SAC faculty and administrators have a substantive and clearly defined role in institutional governance. It is through this role that they exercise a substantial voice in institutional policies, in planning, and in budget that relate to their areas of responsibility and expertise. Students and classified staff also have established mechanisms or organizations for providing input into institutional decisions. Mt. SAC provides an opportunity for administrators, faculty, staff, and students to participate in the decision-making process through its governance structure. Governance committees and/or councils have well-defined purpose and function statements and representation from administration, from faculty, from staff, and from students can be found for each committee and council. As part of the college's process, all committees must report to a larger body for accountability. Thus, some issues are discussed and evaluated by multiple governance bodies on campus; therefore, policy development may take significant time to accomplish. In an effort to streamline and to clarify this process, governance and Board Policy forms have been created in order to keep track of proposed policies. These forms require committee and/or council sign-off to facilitate their movement through the process. Through an annual review of college-wide committees performed by the President's Advisory Council, Mt. SAC continually evaluates and revises its governance structure (See *PAC—minutes July 1, 2009*).

The college meets the standard.

## IV.A.2.a Planning Agenda

The college is confident in its current efforts and directions in which faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions. As the current planning endeavors are working well, there is no need for new planning efforts.

## IV.A.2.b

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

## IV.A.2.b Descriptive Summary

The college relies on appropriate faculty structures and academic administrators for recommendations about student learning programs and services (See *Academic Senate*). The Academic Senate represents the faculty on academic and professional matters. When processes or procedures are discussed and developed by the faculty and are academic and professional in nature, Academic Mutual Agreement Council (AMAC) is primarily relied upon to provide agreement to these policies and procedures (See *Academic Mutual Agreement Council*). This Council consists of the Vice President of Instruction, the Vice President of Student Services, and the President and Vice President of the Academic Senate. Once approved in AMAC, a proposal is then sent to the Board of Trustees for final approval. The system of governance committees has allowed individuals from different parts of the campus to participate in the discussion of issues important to their work assignment and also to participate in the recommendation of necessary changes to enhance college processes and procedures.

The process for review of curriculum reveals the institutional reliance on the faculty and the Academic Senate for recommendations related to student learning programs. The Educational Design Committee is charged with curriculum review and presents recommendations for approval to the Academic Senate (See *Educational Design Committee*). This Committee is headed by two co-chairs, one of whom is the Curriculum Liaison, a faculty position, appointed by the Academic Senate, and the other is an administrator appointed by the Vice President of Instruction. A faculty member from each of the instructional divisions is included in the membership of the committee; therefore, faculty constitute the

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majority on the committee. The faculty co-chair has the dominant responsibility for setting the agenda, for facilitating discussion regarding proposed courses, and for initiating discussion of needed changes in the review process. The Curriculum Liaison communicates directly with faculty members who have submitted a course, a course amendment, or a new/amended certificate or major for review. Articulation officers are also included on the committee, as is a representative from Student Services, to ensure that course review contains multiple perspectives to lend integrity to the process.

#### IV.A.2.b Self-Evaluation

There are appropriate faculty structures in place, and the decision-making on issues of "academic and professional matters" has been designated appropriately to the faculty by way of the Academic Senate. To help facilitate communication between instructional administrators and the Academic Senate, the Academic Senate President ensures that appropriate matters are brought to AMAC and serves as the communication liaison to the various Academic Senate Committees. Additionally, a number of faculty members are included in various governance committees and relevant task force groups when possible. A liaison from Student Services and a representative from Information Technology have also been included in regular Instruction Team meetings. Conversely, a liaison from the Instruction Team attends Student Services Team meetings.

The college meets the standard.

#### IV.A.2.b Planning Agenda

The college is confident in its current efforts and directions in that Mt. San Antonio College relies on faculty, its Academic Senate and other appropriate faculty structures, and academic administrators for recommendations about student learning programs and services. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.A.3

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### IV.A.3 Descriptive Summary

Clearly, the Mt. SAC governing board, administrators, faculty, staff, and students work together for the good of the institution. A clear governance structure and a positive atmosphere throughout the college help to facilitate discussion of ideas and effective communication among the institution's constituencies. All Mt. SAC employees are committed to working together to serve students and the community. As stated in the college mission, the college welcomes all students and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. Mt. SAC's vision is to strive to be one of the premier community colleges in the nation and as a leader in community college teaching, programs, and services, consistently exceeding the expectations of the students, the staff, and the community. One of Mt. SAC's core values is community building, in which the college works in responsible partnerships through open communication, caring, and a cooperative spirit.

As previously discussed, the Academic Senate, CSEA and the Associated Student Senate have established governance structures, processes, and practices to ensure effective communication among the institution's constituencies (See *PAC—minutes; Academic Senate—minutes; Associated Students Senate—minutes*). Classified employees are exclusively represented by the California State Employees Association (CSEA) for the purpose of collective bargaining and governance. The two classified unions, CSEA 262 and CSEA 651, work closely with the Classified Senate; both unions appoint classified members to campus-wide

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committees, to hiring committees, and to other ad hoc committees as needed (See *Classified Senate–minutes*). All constituents (students, staff, faculty, and administrators) attend and participate in open sessions of the Board of Trustees meetings through Board reports and are encouraged by the Board to provide input through an open, public communication process (See *Board of Trustees Minutes*). The administration provides input and leadership by participating in weekly/monthly meetings such as Instructional Deans Meetings, Management Steering Council, and President's Cabinet. Administrators are also represented on various college-wide committees.

Processes to facilitate discussion and efforts to enhance effective communication occur throughout the campus. Dialogue is crucial to optimal governance functioning as reflected in Academic Senate's Goal #2: "Strengthen communication across campus." This includes: "[Examining] the process in developing student competencies and will encourage discussion and debate among all faculty regarding local and statewide academic issues, . . . and [Educating] the campus community about its role and purpose and function as part of the college's Governance Structure using official methods to disseminate informational items." This focus on strengthening communication is evident in the Academic Senate President's plan to be available for Question and Answer sessions in Division and or Department meetings and in the Faculty Association President's division-wide appearances designed to clarify the Probationary Evaluation Process.

A listserv, *divadmin.mtsac*, has been designed to increase productive dialogue with administrative secretaries. This listserv has been used successfully, not only to channel pertinent information directly to the administrative secretaries, but also as a means through which these staff members may share concerns about the work place and dialogue on current issues affecting the academic divisions. Students are also active contributors to conversation both informally with faculty during office hours and in the classroom and formally when they take issues to Deans and Associate Deans in the Division Office. Students are

also represented on various governance and operational committees on campus. The following are examples of opportunities for student participation in dialogue on campus: student participation and support of Bond Measure RR; focus groups for the Health Bridge/Pre-Nursing program and the development of the new Mt. SAC logo; and Banner implementation in which students participated in go-live simulations and provided input regarding the online registration process.

The institution, collectively, has continued to enhance effective communication, with an attempt clearly to be understood, to be widely available, to be current, and to be relative. To help foster this communication, the college President sends out a monthly newsletter, via email, to the entire campus community (for those employees who do not have access to a computer, a hard copy of the memo is sent to those departments), with updates and information addressing current issues, challenges, and accomplishments (See *President's Monthly Letters*). Furthermore, at the beginning of each month, an email reminder goes out regarding the President's Open Office Hours (See *President's Open Office Hours*). They are scheduled twice a month for an hour each and are designed to allow all employees an opportunity to approach the President with concerns in a casual atmosphere. Many employees take advantage of this time to meet with the President. In addition, during the 2008 to 2009 academic year, the President's Roundtable served as a venue for a cohort of peers to reflect on the qualities and practices that characterize effective leaders and leadership and to offer an opportunity for self-reflection and dialogue, in the context of the college. Participants were administrators, faculty, and staff who read selected texts and discussed their application and implication for personal professional development and for the college. According to the college President/CEO, the goal for the Roundtables is " . . . to create a venue and a cohort of peers to reflect on the qualities and practices that characterize effective leaders and leadership and to offer an opportunity for self-reflection and discussion."

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The President's efforts to increase the effectiveness of his communication have had a marked effect on the campus. The 2008 Participatory Governance Survey showed 55.6% of respondents felt that they had received the right amount of information on major issues currently addressed by the college President, as opposed to 40.5% in 2004. The college has also taken steps to assess the expansion of dialogue through the creation of college Goal 11: "The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus." All of these examples exemplify how Mt. SAC employees and students collectively work together for the good of the institution. The positive atmosphere throughout the college helps to facilitate discussion of ideas and effective communication among the institution's constituencies.

### IV.A.3 Self-Evaluation

College communication processes, including the use of the President's comment cards throughout campus, help to facilitate discussion of ideas; thus, the institution is organized to support and to encourage effective communication. Departments have monthly meetings that bring all members together to discuss proposals and issues being brought forth, and management teams meet weekly to do the same. Senate groups meet frequently to share ideas and perspectives; the union groups meet with their representatives to address important issues arising on the campus. Each of these groups, individually and collectively, accomplishes in multiple ways the deeper intent of this component of Standard IV. Mt. SAC students and employees are offered opportunities to express their perceptions, their feedback, and their concerns through a wide variety of channels—the President's open office hours, Board Meetings, surveys, focus groups, discussion panels, and college committees regarding a variety of college issues. In addition, the Student (A.S.), Faculty, and Classified Senates give reports at the monthly Board meetings that allow for open communication from the various constituencies to the Board of Trustees (See *Board of Trustees Minutes*). In all, the Mt. SAC

community focuses on working in a collegial manner for the benefit of the students, of the community, and of the institution. This sense of community building and teamwork generates a positive and collaborative team approach to decision making. The passage of Measure RR in fall 2008 is a significant result of these collective efforts, in which teamwork and effective communication are truly valued.

The college meets the standard.

### IV.A.3 Planning Agenda

The college is confident in its current efforts and directions in which established governance structures, processes, and practices support the collective work of the governing board, administrators, faculty, staff, and students for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.A.4

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### IV.A.4 Descriptive Summary

The college advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Commission standards, policies, guidelines, and requirements. Mt. SAC is affiliated with many external agencies, and most of these agencies require that the college meet their guidelines and standards, which often requires the submission of program evaluations, fiscal reports, and other kinds of assessments. The college complies

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with these requirements and works efficiently to provide documentation that is correct and timely. For example, all standards related to the accreditation process are completed in a timely manner. Further, the college recognizes that the self-study process is an evaluative tool that will assist it in enhancing its programs and services to students. The inclusion of all constituent groups on campus in self-study teams, as well as allowing all employees and external bodies an opportunity to comment on the fall 2009 draft of the self-study, demonstrates the college's honesty, integrity, and public disclosure (See *Self-Study Feedback*).

Mt. SAC also demonstrates honesty and integrity when communicating institutional qualities and effectiveness to the public. For example, the Student Equity Plan report and many other documents are readily accessible on the college website (See *Student Equity Plan*). In addition, Mt. SAC publishes and distributes the college's annual report which includes a summary and highlights of the college's accomplishments each year (See *Annual Report*). Also, the Citizens Oversight Committee publishes an annual report updating the progress and completion of college construction and facilities projects while confirming that bond funds are expended appropriately (See *Citizens Oversight Committee*). Accreditation newsletters are on the website, announcing the status of the self-study and the fall 2010 evaluation team's visit (See *Accreditation Notes (newsletters)*). Furthermore, regular ongoing communications between the district and the ACCJC have occurred. An example of this is the Substantive Change Proposal submitted to the Commission in April 2009. This proposal advised the Commission that students at Mt. SAC could earn specific degrees and certificates by taking more than 50% of their course via distance learning. This proposal was reviewed by the Commission's Substantive Change Committee in May 2009 and was subsequently approved (See *Substantive Change 2009*).

In addition, the institution has maintained a positive track record with the U.S. Department of Education. Currently, Mt. SAC has a few grants from the U.S. Department of Education, including Title V—Developing

Hispanic-Serving Institutions: five-year, \$2,858,622 and Upward Bound: four-year, \$1,112,400. In the past, Mt. SAC received another Title V grant, a grant from the Gates Foundation, a Title III grant, and a Fund for the Improvement of Postsecondary Education (FIPSE) grant. Mt. SAC continues to demonstrate honesty and integrity in working closely with granting agencies, as many of these agencies also have stringent reporting requirements that the college diligently works to meet. The college's ability to obtain funds from these various granting agencies further exemplifies the college's honesty and integrity (See *Grants Reports*).

#### IV.A.4 Self-Evaluation

Mt. SAC's recent and past accreditation history shows integrity in its relationship with the Commission, as well as with other external agencies. Mt. SAC has demonstrated honesty, integrity, and diligence in working with external agencies, in communicating openly with the surrounding college community, and in meeting established requirements and deadlines to secure funds from various granting agencies. As a result, Mt. SAC has been able to develop many close and positive working relationships with various local, state, and federal agencies. In fall 2008, the local community supported the passage of Measure RR, which again speaks to the community's confidence in the institution.

The college meets the standard.

#### IV.A.4 Planning Agenda

The college is confident in its current efforts and directions in demonstrating honesty and integrity in its relationships with external agencies. Mt. SAC complies with Accrediting Commission standards, policies, and guidelines, and with Commission requirements for public disclosure, for self-study, team visits, and for prior approval of substantive changes. Mt. SAC moves expeditiously to respond to recommendations made by the Commission. As the current planning endeavors are working well, there is no need for new planning efforts.

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## IV.A.5

**The role of leadership and the institution's governance and decision-making structures 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.**

### IV.A.5 Descriptive Summary

Mt. SAC's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. Mt. SAC continually evaluates and revises its governance structure, with each committee being asked to answer questions on the purpose and function of the committee and the relevance of committee membership, although the membership for Academic Senate committees is approved by its representative body (See *Committees and Councils*). These evaluations are conducted annually, at the end of each academic year. Committee members determine appropriate responses to the survey questions, and responses are submitted to the President's Advisory Council (PAC) for recommendations regarding necessary changes of membership and/or processes. Each committee also submits annual goals and objectives and evaluates its successes in reaching these goals in an annual evaluative summary to PAC. PAC reviews the accomplishments and progress of campus committees each fall. It is through this evaluation process that the committees make recommendations to PAC which uses the results as a basis for improvement and to make changes that allow committees to function more effectively and efficiently. Although PAC reviews the committee evaluations (goals and accomplishments) each year, the results of the evaluations are not communicated widely to the campus community. As a result of this summary, PAC will ask each committee to post its goals and the results of its annual evaluation on the college-wide committee website.

## IV.A.5 Self-Evaluation

Mt. SAC continually evaluates and revises its governance structure, through the work of the President's Advisory Council. At the conclusion of each year, PAC receives annual goals and objectives and evaluates the successes of each campus-wide governance committee in reaching its objectives. Although the President's Advisory Council reviews these evaluations and makes necessary changes to allow committees to function more effectively and efficiently, the results of the evaluations are not communicated widely to the campus community. Therefore, PAC will ask each committee to post its goals and the results of its annual evaluations on the college website to be accessible to the campus community.

The college meets the standard.

### IV.A.5 Planning Agenda

The college is confident in its efforts and directions with regards to the regular evaluation of Mt. SAC's governance and decision-making structures and processes to assure their integrity and effectiveness. Mt. SAC uses the evaluation summaries as the basis for improvement and will make the information accessible to the campus community. As current endeavors are working well, there is no need for new planning efforts.

## IV.B Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

### IV.B Descriptive Summary

Mt. SAC recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the

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institution. Mt. SAC's Board Policy states that the "Board of Trustees, as the policy-making body of the district, shall set forth such policies as are necessary to govern the conduct of the college and shall define procedures essential to the effective execution of such policies" (See *Board Policies—BP 2200*). In addition, the college's Board members also supervise the review and revision of Board Policies, although Administrative Procedures do not require Board approval. Board Policy also states, The Board of Trustees employs the chief executives and delegates responsibility to them for carrying out the policies established by the Board (See *Board Policies—BP 2430*). At Mt. SAC, the Board remains objective, while it assists the President and other administrators as they work effectively to address the challenges faced by the college.

Mt. SAC's Board Policy 2430 stipulates that the Chief Executive Officer's primary responsibility is to the institution, and the college President has taken numerous steps to assure the staff, the students, and the community of his dedication to that policy. The effectiveness of his leadership is due to his focus on communication and appropriate delegation of responsibility while he seeks to improve all levels of college operations. This focus is also the driving force behind the President's Advisory Council's (PAC) fundamental role in the college's strategic planning processes and his own emphasis on the team structure. Clearly, at Mt. SAC, the leadership of individuals and constituencies recognizes the designated responsibilities of the governing board for setting policies and of the college President for the effective operation of the institution.

## IV.B Self-Evaluation

Mt. SAC has benefited from the stability of a Board that is comprised of members who are committed to the success of the college, its future, and the role it plays in the larger community; all with the understanding of their role in setting policies for the district. The current Mt. SAC Board of Trustees has served the district for 6 consecutive years, with three of the five Trustees serving for over 10 years, which

provides additional stability for the institution. In making decisions, the Board values the input provided through the decision-making processes of the college. The Board's experience, expertise, and involvement in the local community allows for the President to work with college administrators effectively to manage the institution. The college President has been effective in his leadership, due to his emphasis on transparency in communication and appropriate delegation of responsibility, while working collegially with all members of the campus community.

The college meets the standard.

## IV.B Planning Agenda

The college is confident in its efforts and directions with regards to recognizing the designated responsibilities of the governing board for setting policies and of the college President for the effective operation of the institution. As current endeavors are working well, there is no need for new planning efforts.

### IV.B.1

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### IV.B.1 Descriptive Summary

Mt. SAC has a governing board that is responsible for establishing policies to assure the quality, the integrity, and the effectiveness of the student learning programs and services and the financial stability of the institution. The Board members are elected representatives of the public who govern the Mt. San Antonio Community College District. The Board sets such policies as are necessary to govern the conduct of the District as outlined in Board Policy 2200 (See *Board Policies—BP 2200*). The Board derives its

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authority from the Education Code of the State of California (See *Title 5, California Administrative Code; California Code of Regulations*) and its own policies and procedures. The Board is committed to fulfilling its responsibilities as stated in Board Policy 2200, which is to represent the public interest; to establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations; to hire and evaluate the President/CEO; to delegate power and authority to the President/CEO effectively to lead the college; to assure fiscal health and stability; to monitor institutional performance and educational quality; and to advocate for and protect the college. The policies adopted by the Board are consistent with the provisions of law, and the college President has the responsibility for carrying out the policies established by the Board through Administrative Procedures. The Mt. SAC campus community is expected to adhere to Board Policies, as well as the college's Administrative Procedures, which are designed to implement the policies to assure quality, integrity, and effectiveness of student learning programs and services. Mt. SAC Board Policies are accessible and available on the college's website.

Furthermore, the Mt. SAC governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator of the college. Board Policy 2431 states, "in case of a college President/CEO vacancy . . . the Board shall establish a search process to fill the vacancy" (See *Board Policies—BP 2431*). The process shall be fair and open and comply with relevant regulations. The process to fill proceeds in the same manner as established for all other college vacancies. The vacancy is announced and advertised widely. A screening committee composed of administrators, faculty, classified, and student representatives is selected and follows the same protocol that is established for all other positions. Each committee member independently screens each eligible applicant's paperwork and ranks him/her; the independent ratings are summed, and those with the highest collective ratings are invited to interview. Following the first round of interviews, finalists are chosen, and these are

referred to the Board for final interviews. The Board makes the final selection. This process was followed with the most recent selection of the CEO (Dr. John Nixon). In addition, Board Policy 2435 states, "The Board shall conduct an evaluation of the college President/CEO at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the college President/CEO as well as this policy" (See *Board Policies—BP 2435*).

#### IV.B.1 Self-Evaluation

Each Board member has a strong commitment to the institution. Board members are actively involved, positively representing the college at various events throughout the community. Due to the positive reputation of the college's Board members, they help to facilitate the development of effective communication between the college and the community. In addition, a positive and effective working relationship exists between the President and the Board. The Board has experience, and its visibility in the local community enables the college to identify partners and to establish new relationships within the community. The Board members are viewed as professional, as committed, and as dedicated to the college and its service to students, often attending various student programs and activities.

The college meets the standard.

#### IV.B.1 Planning Agenda

The college is confident in its efforts and directions with regards to the governing board adhering to a clearly defined policy for selecting and evaluating the college President and establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services while protecting the financial stability of the institution. As current endeavors are working well, there is no need for new planning efforts.

##### IV.B.1.a

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board**

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**reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

#### IV.B.1.a Descriptive Summary

The Mt. SAC governing board is an independent policy-making body that reflects the public interest in Board activities and decisions as stated in Board Policy 2200 (See *Board Policies—BP 2200*). The Mt. SAC Board of Trustees understands that it governs on behalf of the citizens of the Mt. San Antonio Community College District, in accordance with the authority granted and duties defined in Education Code Section 70902. The Board is fully committed to fulfilling its responsibilities to represent the public interest, and once a decision is made, the Board acts as a whole. The Board has been successful in advocating for and defending the institution, while protecting it from undue influence or pressure. The Board acts prudently and ethically in serving the local community and the college itself. Board Policy 2710 ensures that conflicts of interests do not exist with the Board and specifies that "Board members shall not have a personal financial interest in any contract made by the Board or in any contract they make in their capacity as Board members" (See *Board Policies—BP 2710*). Further provisions detail many clarifications of potential conflicts, describe required disclosures and documentation required, and specify limitations on Board members to avoid conflict of interest. No Board members are owners of the institution.

#### IV.B.1.a Self-Evaluation

The Mt. SAC governing board is an independent policy-making body that reflects the public interest in board activities and decisions, and once a decision is made, the Board acts as a whole. The Board has been successful in advocating for and defending the institution, while protecting it from undue influence or pressure. The Board acts prudently and ethically to avoid any possible conflicts of interest. In June 2006, the Board received training on Board Ethics presented by Liebert, Cassidy, and Whitmore; in addition, in

October 2009, the Board received a Conflict of Interest update session by Liebert, Cassidy, and Whitmore. The Board members have a positive reputation on campus and within the community, and they are effective in advocating for and defending the needs of the institution.

The college meets the standard.

#### IV.B.1.a Planning Agenda

The college is confident in its efforts and directions with regards to the governing board reflecting the public interest, acting as a whole, advocating for and defending the institution, and protecting it from undue influence or pressure. As current endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.b

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### IV.B.1.b Descriptive Summary

The governing board establishes policies that are consistent with the college mission statement, which is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence (See *Board Policies Announcement December 2007; Board Policies Announcement December 2008; Board Policies Announcement December 2009; College Mission, Vision, and Core Values*). The Board ensures the quality, the integrity, and the improvement of student learning programs and services and the resources necessary to support them. Per Board Policy, the Board evaluates and revises the college mission statement on a regular basis (See *Board Policies—BP 1200*). The college's mission statement is printed in the College Catalog and is posted in offices and classrooms across the campus.

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The Board also has established clear standards of practice (See *Board Policies—BP 2715*), which are standards of excellent performance and an established norm for trustee performance. These standards are a commitment to a set of values that guide the performance of the Board, which are aligned with the mission of the institution and help to ensure integrity in the high quality of student support programs and services at Mt. SAC. Board Policies are reviewed by the Board systematically, as well as on an as-needed basis. This review process ensures that institutional integrity, quality, and planning are addressed. At its regular monthly meetings, the Board reviews reports and presentations regarding academic programs, student services, campus operations, strategic planning initiatives, and budget. The Board provides approval for educational programs, the construction of all facilities, and all district expenditures. Annually updated Planning for Institutional Effectiveness (PIE) program reviews, which includes department/unit goals, student learning outcomes, and identifies resources necessary to achieve goals, ensure the relevancy and quality of the college's educational programs and departments (See *PIE Documents (archive)*; *PIE Documents (current)*). The college's Strategic Objectives, along with the Educational and Facilities Master Plans provide the context for policy and funding decisions made by the Board (See *College Goals and Strategic Objectives*; *Educational Master Plan*; *Facilities Master Plan*).

To ensure that resources are available to support student learning programs and services, Board Policy 6200 states: "the budget shall be considered an instrument of administration whereby the educational program, support services, and operations may be planned with reference to financial expenditures; it shall also be an instrument which reflects the plans and priorities for the college." Board Policy 6200 also states that "annual fiscal year revenues and expenditure estimates shall be developed conservatively with the goal of projecting at least a balanced budget, with preference for adopting a surplus budget each fiscal year". Recognizing that income does fluctuate during the year, it is also the college's goal to manage this dynamic process to assure that actual total income

for the year exceeds total expenditures. Furthermore, the Board has established a policy for reserves in which it assures ongoing fiscal health and stability: "every effort shall be made to maintain the total Unrestricted General Fund Balance at not less than 10% of expenditures". The college currently has a financial reserve above 10% of district expenditures, but the Board has agreed that the college may go down to a 5% reserve during difficult fiscal situations (See *Board Policies—BP 6200*).

#### IV.B.1.b Self-Evaluation

The Mt. SAC governing board establishes policies that are consistent with the college mission statement, which is reviewed on a regular basis and ensures the quality, the integrity, and the improvement of student learning programs and services, while providing the resources necessary to support them. The Board's standards of practice are aligned with the mission of the institution and help to ensure integrity in the high quality of student support programs and services at Mt. SAC. The Board's fiscal responsibility ensures that resources are available to support the educational program, support services, and other college operations that support student learning.

The college meets the standard.

#### IV.B.1.b Planning Agenda

The college is confident in its efforts and directions with regards to the governing board establishing policies that are consistent with the mission statement and securing resources to ensure the quality, the integrity, and the improvement of the student learning programs and services at Mt. SAC. As current endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.c

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### IV.B.1.c Descriptive Summary

The Mt. SAC Governing Board is the final authority for all legal, financial, and educational matters that pertain to the institution. Board Policy 2010 establishes the legal basis of Board powers as derived from the California State Constitution, with authorizations in accordance with the California Education Code as administered through the Board of Governors of the California Community Colleges (See *Board Policies—BP2010*). The Board's primary functions include approval of curriculum, decisions regarding legal matters, and financial and personnel issues. The Board is directly responsible for ensuring the college's institutional integrity, quality of programs, and financial stability. In addition, the Board maintains clear hiring standards and procedures, and ultimately approves the hiring of all college personnel. Furthermore, the Board assures the fiscal integrity of the District by requiring a financial reserve above 10% of district expenditures; during tough fiscal times, the Board has agreed to a 5% reserve. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its policies, processes, and decisions.

### IV.B.1.c Self-Evaluation

The Mt. SAC vision statement reads, "As a premier community college, we will provide access to quality, 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." The leadership of Mt. SAC individuals and constituencies recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. The college has a recent and ongoing process of policy review. Each Board Policy has an indicator at the bottom of the page to show last date of revision; this documents that substantial review has occurred recently. Board agendas from the past year show the review and revision of the following Board Policies: 5050, 3505, 2015, 1200, 6200, 4400, 4260, 4250, 4230, 4225, 3250, and 2220 (See *Board Policies*). Similar indicators show active

review of the college's Administrative Procedures (See *Administrative Procedures*).

The college meets the standard.

### IV.B.1.c Planning Agenda

Mt. SAC is confident in its current efforts and directions with respect to having a governing board that is responsible for establishing policies to assure the quality, the integrity, and the effectiveness of the student learning programs and services and financial stability of the institution. As current endeavors are working well, there is no need for new planning efforts.

### IV.B.1.d

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### IV.B.1.d Descriptive Summary

Mt. SAC has clearly established policies regarding the size, the duties, the responsibilities, the structure, and the operating procedures for the Board of Trustees. Membership of the Board of Trustees (Education Code Section 72023) is explained in the following Board Policies: 2010, 2015, and 2105. The Mt. SAC Governing Board of Trustees consists of five members elected at large for terms of four years. A student trustee, elected by the Associated Students, is also included as a member of the Board of Trustees and serves a one-year term (See *Board Policies—BP 2010, 2015, 2105*). Although the President of the Academic Senate representing the faculty and the President of the Classified Senate representing the classified employees are not members of the Board, they have seated positions at the Board Table during the monthly Board meetings. Furthermore, Board Policy section 2010B delineates the major responsibilities of the Board, while Sections 2210 and 2220 include duties of the President of the Board, Secretary to the Board, and committees of the Board. Board meetings are held in open sessions, unless topics that are allowable for discussion in closed

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

sessions are on the agenda; closed session meetings are properly agenzized; and if action is taken on an item during closed session, the Board reports its action during open session. Minutes from each Board meeting are recorded and published according to Board Policy. Public and closed sessions, special and emergency sessions, quorum, agenda, speakers, decorum, and minutes are explained in Board Policies, sections 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, and 2360 (See *Board Policies*).

In addition to attending Board meetings, Board members attend various faculty, staff, and student events upon invitation throughout the year and represent the Board at a number of college-wide activities such as: Flex Day, Classified, Faculty and Managers end of the year celebrations, the Classified Luncheon (hosted by managers), Scholarship Awards Recognition, and the Students and Educators of Distinction Awards Dinner; Board members also positively represent the college at a variety of community events throughout the year. Each year, the Board members host a joint board members' dinner, in which the Board hosts a meeting with the high school district boards in the college's surrounding area.

#### IV.B.1.d Self-Evaluation

The Board's operation with regard to size, to duties, to responsibilities, to structure, and to operating procedures is consistent with established policies. Furthermore, Board Policy establishes that the Board governs on behalf of citizens in the district and commits Board members to "represent the public interest," to "set prudent, ethical and legal standards for college operations," to "monitor institutional performance and educational quality," and to "advocate for and protect the college." "The institution ensures effectiveness of its ongoing planning processes by systematically reviewing, evaluating, and modifying . . . all parts of the cycle." The Board regularly reviews and publishes policies and procedures and makes them readily available to the campus and surrounding community via the college website.

The college meets the standard.

#### IV.B.1.d Planning Agenda

The college is confident in its current efforts and directions in having a governing board that publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.e

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

#### IV.B.1.e Descriptive Summary

The Mt. SAC Board of Trustees reviews, evaluates, and revises its policies regularly, while acting in a manner that is consistent with its policies. Each adopted policy includes the date of its adoption/last revision at the bottom of the page. A review of these dates and of monthly Board minutes shows that the Board is very active in reviewing/revising its policies.

#### IV.B.1.e Self-Evaluation

The Board operates in a manner consistent with Board Policy and efficiently fulfills its role in overseeing institutional integrity and the quality of educational programs. During the past two years, the college has developed a formal and efficient process for reviewing/tracking changes to Board Policies and/or Administrative Procedures. For example, between January 2008 through September 2008, records indicate at least 13 Board Policies were reviewed/revised (See *Board of Trustee Minutes—1/08-9/08*). Additionally, the college regularly receives updates from the Community College League of California (CCLC) regarding changes to laws, regulations, or court cases that potentially impact college policies. This organization also provides corresponding recommendations for Board Policy language. Recommendations are reviewed by President's Cabinet and taken to Academic Mutual Agreement Council for review (as needed, if related to an academic/

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

faculty professional issue) prior to making a recommendation for policy change. The Board then reviews all recommended policy changes and exercises final authority to adopt appropriate changes. Approved Board Policies are then posted online for visibility to the entire campus community (See *Board Policies; Board Policies Announcement December 2007; Board Policies Announcement December 2008; Board Policies Announcement December 2009*).

The college meets the standard.

#### IV.B.1.e Planning Agenda

The college is confident in its efforts and directions in having a governing board that acts in a manner consistent with its policies and bylaws. The Mt. SAC Board regularly evaluates its policies and practices and revises them as necessary. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.f

**The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### IV.B.1.f Descriptive Summary

The Board regularly engages in member development and has a program for new member orientation. The Board has an effective mechanism to ensure continuity by having staggered terms of office; terms of office expire for two members one year and three members the succeeding odd numbered year. The Board participates in member development via invited presentations, conference/travel, and participation in local consortia, such as SanFACC (San Gabriel/Foothills Association of Community Colleges). In 2007, Mt. SAC joined with other local community colleges to form this regional consortium of community college trustees for the purpose of shared information and cross-institutional development. Mt. SAC trustees participate actively. Board member Roseanne Bader was an elected

officer of the statewide California Community Colleges Trustees Board, and Board Member Manuel Baca was appointed to the California Community Colleges Board of Governors in 2009.

The Board conducts annual Board retreats and study sessions on topics of interest within its scope of responsibilities. The Board has had consistent membership for a number of years; therefore, no new member orientations have been conducted recently other than the annual orientation for the student trustee. Orientation of the student trustee is supported by a binder of printed information, and the in-person orientation is conducted each year by the college President. Occasionally the Board President will sit in on this orientation. Board Policy 2110 establishes procedures for filling vacancies on the Board. It further establishes elections every two years, with terms staggered so that, as nearly as practical, half of the trustees shall be up for a given election. In addition, Board Policy outlines the Board's procedure for filling vacancies in a timely fashion to ensure continuing membership (See *Board Policies—BP 2110*).

#### IV.B.1.f Self-Evaluation

The same Board that is now serving, was also in place at the time of the prior accreditation visit. The collective experience of the current Board members has served the college well, and the Board members' active participation in local and state wide organizations furthers their professional development and growth. The Board has been consistent, and the continuity in membership has been an asset to the district. Although a new member orientation program is in place, it has not been used in quite some time, due to the lack of new Board members, with the exception of the Student Trustee, who serves a one-year term and participates in an orientation program each year.

The college meets the standard.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### IV.B.1.f Planning Agenda

The college is confident in its current efforts and directions in having a program for board development and new member orientation. The Board has a mechanism for providing for continuity of board membership and staggered terms of office. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.B.1.g

**The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### IV.B.1.g Descriptive Summary

The Board engages in an annual self-evaluation process for assessing its performance (See *Board Evaluation 2010; Board Evaluation 2009; Board Evaluation 2008 June, July; Board Evaluation 2006; Board Evaluation 2005*). Board Policy 2745 establishes that the Board will conduct a self-assessment year, including completion of a self-assessment instrument by each member, discussion/compilation of results, and development of a set of objectives for the next year (See *Board Policies—BP 2745*). The policy was updated on December 16, 2009 to reflect a change from a two-year cyclical self-evaluation process to a one-year process. The Board also meets annually to establish goals which are aligned with the college's goals.

### IV.B.1.g Self-Evaluation

The Board conducts a self-evaluation on an annual basis, as required by Board Policy. A Board self-evaluation instrument is used to facilitate this process. Although the self-evaluation includes the development of a set of objectives, the Board should develop a more recent set of objectives for the next year (or next two years). Self-evaluations are discussed annually at a scheduled Board workshop. There is no external input to the Board's evaluation of its effectiveness, except for the process of public elections; it is entirely a

self-assessment. Currently the Board self-evaluation is discussed at an annually scheduled retreat.

The college meets the standard.

### IV.B.1.g Planning Agenda

The college is confident in its current efforts and directions in that the governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.B.1.h

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### IV.B.1.h Descriptive Summary

Mt. SAC Board Policy establishes a clearly defined code of ethics (See *Board Policies—BP 2715; Board Policies—BP 3050*). These policies contain a detailed statement of values and guiding ethics that are expected of all Board members in the performance of their duties. This further confirms the Board's commitment to hold the institution accountable to a prescribed code of ethical behavior. The code of ethics also establishes that college employees are expected to "challenge unethical behavior in a timely manner." Furthermore, the Board maintains policies addressing avoidance of Conflict of Interest (See *Board Policies—BP 2710*) and prohibiting the Personal Use of Public Resources (See *Board Policies—BP 2717*). The County Registrar Recorder distributes the rules and regulations that govern elected officials and the voting process. This office also handles financial reporting. There are forms to complete regularly, including a conflict of interest statement that elected officials, including Board Members, must adhere to. Board members provide all necessary information to the Registrar required by these forms and thus establish a public record of who they are. A Board member must, "in all decisions hold the educational welfare of the students of the college as his/her primary goal" (See

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*Board Policies—BP 2715*). According to Board Policy 2715, "The Board of Trustees will promptly address any violation of the Board's Code of Ethics by a member or members of the Board."

#### IV.B.1.h Self-Evaluation

There is no specific procedure to outline the process of how the Board would address violations of the Code of Ethics, or how those violations would come to the Board's attention. There have been no recent challenges to Board ethics or standards of practice, nor has there been any recent record of a need for the Board to deal with the unethical behavior of any of its membership.

The college meets the standard.

#### IV.B.1.h Planning Agenda

The college is confident in its current efforts and directions in having a governing board that has a code of ethics that includes clearly defined policy for dealing with behavior that violates its code. As current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.i

**The governing board is informed about and involved in the accreditation process.**

#### IV.B.1.i Descriptive Summary

The Mt. SAC Governing Board is informed and involved in the accreditation process. Board Policy (See *Board Policies—BP 3200*) states, "The college President/CEO shall ensure that the Board is involved in any accreditation process in which Board participation is required." Therefore, the Board will have the opportunity to review the self-study and provide feedback. The President has been empowered by the Board to organize the self-study report in compliance with current accreditation standards. The President has informed the Board about the plans in place and has reviewed with the Board members the status of work on this project. The Board of Trustees approved the 2004 self-study and

will approve the 2010 self-study document before its submission to the Commission. The Board of Trustees also received several updates in 2009 concerning the accreditation processes and progress. At their April and September 2009 open Board meeting, they received an accreditation report. At the Board's October 2009 Retreat, they had dialogue about the draft self-study documents and provided opportunities for input and comment on the drafts. Finally, the Board reviewed and discussed the final draft of the report at its February 2010 workshop (See *Board of Trustee Minutes*).

#### IV.B.1.i Self-Evaluation

The same Board that is now serving was also in place at the time of the prior accreditation visit. A presentation to the Board occurred on April 11, 2009, in which the accreditation faculty co-chair acquainted the Board with the specifics of the accreditation standards in detail. Additional presentations took place in September and October 2009, followed by review and discussion in February 2010 and approved in March 2010. The Board reviewed/participated in the previous self-study and has also reviewed each of the ACCJC follow-up communications as well as the college's mid-year report. Board members are familiar with the current standards, as they were addressed in the last cycle of the college's accreditation process.

The college meets the standard.

#### IV.B.1.i Planning Agenda

The college is confident in its current efforts and directions in having a governing board that is informed about and involved in the accreditation process. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.1.j

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the Presidents of the colleges.

#### IV.B.1.j Descriptive Summary

As a single college district, the Mt. SAC Board of Trustees has the responsibility for selecting and for evaluating the college President/CEO. The Board also delegates full responsibility and authority to the college President to implement and administer Board Policies on a day-to-day basis without Board interference or influence (See *Board Policies—BP 2430*). The Board of Trustees is the policy-making body which employs the chief executives and delegates responsibility to them for carrying out the policies established by the Board. For the most current Presidential selection process, a committee was appointed to develop the processes for recruitment and to determine the criteria for screening, for processing applicant packets, and for initial interviews of potential candidates for the position. This committee included representative faculty, managers, classified staff, students, and community members. In addition, the Vice-President of Human Resources was a non-voting member and Equal Employment Opportunity (EEO) representative. When the committee submitted the names of the top candidate, the Board established its own interview and selection process. The Board then selected the current Interim President to serve as chief administrator.

The Board holds the college President accountable for the operation of the college and evaluates his performance annually. According to Board Policy 2435, "The Board shall conduct an evaluation of the college President/CEO at least annually. . . . The Board shall evaluate the college President/CEO using an evaluation process developed and jointly agreed to by the Board and the college President/CEO." The Board delegates

authority to the President through Board Policy 2430; pursuant to Education Code sections 70902(d), 72400, the Board delegates to the college President/CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. Since Mt. SAC is a single college district, there is no need for the governing board to establish clearly defined policies for selecting and evaluating the presidents within a multi-college district.

#### IV.B.1.j Self-Evaluation

The Board has appropriately delegated authority to the President to administer Board Policies without Board interference (See *Board Policies—BP 2430*). The Board also holds the President accountable for the efficient operation of the college (See *Board Policies—BP 2435*). Appropriate members of the college participate in planning for the future and in developing policies, regulations, and recommendations under which the college is governed and administered. College policy further states that "college standing and ad hoc committees shall be structured to include appropriate representation by faculty, management, classified staff, and students, when matters considered are within their purview" (See *Board Policies—BP 3255*). The review process of the governance committee structure respects these policies and general principles, while attending carefully to the institutional priority for making efficient use of college resources.

The delegation of authority is clear to all parties. The criteria for evaluation is based on Board Policy, the college President/CEO job description, and performance goals and objectives developed in accordance with Board Policy 2430 (See *Board Policies—BP 2430, 2435*). The Board has worked with the President to develop a strong working relationship. In doing so, the Board of Trustees has established policies consistent with the mission statement to ensure the quality, the integrity, and the improvement of student learning programs and services and the resources necessary to support them.

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The Board of Trustees understands its policy-making role and has appropriately delegated authority to the President. The President reviews the agenda with the Board President prior to Board meetings. Board members, in turn, refer any inquiries brought directly to them back to the President for resolution. The President will continue his practice of informing Board Members regularly and promptly about college operations.

The college meets the standard.

#### IV.B.1.j Planning Agenda

The college is confident in its current efforts and directions in having a governing Board that has the responsibility for selecting and for evaluating the college President. The Mt. SAC governing Board delegates full responsibility and authority to him to implement and administer Board Policies without Board interference and holds him accountable for the operation of the college respectively. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.2

**The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

#### IV.B.2 Descriptive Summary

The college President has primary responsibility for the quality of the institution he leads. With the passage of the Measure RR Bond in November 2008 (See *Bond Measure RR Success*) and the development of a new Educational Master Plan (See *Educational Master Plan*), the college President has demonstrated his ability to provide effective leadership in planning, in organizing, and in budgeting. With the Bond Measure funds, on-going construction, using integrated planning, is occurring to enhance campus facilities further to support teaching and student learning (See *Facilities Master plan; Planning for Excellence newsletter—June*

*2009; Integrated Planning Summit October 2009*). In addition, the great strides in institutional planning and effectiveness and the assessment of student learning outcomes further demonstrate the President's ability to assess planning and institutional effectiveness (See *PIE Documents (archive); SLO Web page; Student Learning Outcomes newsletters, progress reports, and white papers*).

The college President meets monthly with the Faculty Association President and Vice President to discuss current issues; he also meets with the faculty leadership on separate occasions to review the monthly Board agenda. The college President occasionally meets with the Faculty Association Representative Board. The college President meets regularly with the Foundation Executive Director; he attends Foundation Board Meetings, Executive Council meetings, Foundation Finance Committee Meetings, and invites the Executive Director to attend a President's Cabinet meeting each month. Furthermore, the President made the recommendation to the Board in July 2006 to acquire a new fully integrated Enterprise Application System to replace the system used on campus. This was a major proposal, costing over \$21.5 million over 10 years (See *Banner; Banner—Update December 2007; Banner—Go Live May 2009; Banner—Adding Students June 2009; Banner Steering Committee; Banner—Student Parking June 2009; Banner—Summer Session Add Deadline Conflict*). This has been a complete collaboration by all parties, departments, and groups on campus using integrated planning. Training has been ongoing across campus and will continue as the system becomes fully integrated.

Since it had been more than a decade since the college conducted a comprehensive market survey to assess constituent attitudes toward the college and to revise the demographic profile of this ethnically diverse and multilingual region, the college President sought the services of a professional consulting firm with extensive experience (Clarus Corporation) to provide valuable insight as to how Mt. SAC was perceived by the surrounding community (Board approved in June 2007). The results of the survey have served and will

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continue to serve as a valuable tool to drive and to shape marketing efforts and to inform enrollment management issues (See *Clarus Studies*).

Lastly, with the leadership of the college President, the Continuing Education Division, which has an embedded adult education program, sought an initial accreditation by the Western Association of Schools and Colleges (WASC) Accrediting Commission for Schools in 2009 (See *Continuing Education—WASC Accreditation; Continuing Education Application for Accreditation Study*). With the Continuing Education Division having received accreditation through WASC, it will further support the Planning for Institutional Effectiveness (program review) process throughout the Division (See *Board of Trustees Minutes—November 2009*).

## IV.B.2 Self-Evaluation

The college is well organized, growing, student oriented, and highly respected in the community (See *Bond Measure RR Success*). As a result of his leadership, the college President's ability to create and to maintain a positive campus climate allows the institution to further its impact on student learning and student learning outcomes. The President's leadership also provides the vision to ensure that Mt. SAC is achieving its goals to be a premier community college in the nation. The President is effective in managing his primary responsibility in providing a quality institution which directly benefits Mt. SAC students, faculty, staff, and administrators.

The college meets the standard.

## IV.B.2 Planning Agenda

The college is confident in its current efforts and directions regarding the President's primary responsibility for the quality of the institution. He provides effective leadership in planning, in organizing, in budgeting, in selecting and in developing personnel, and in assessing institutional effectiveness. As the current planning endeavors are working well, there is no need for new planning efforts.

## IV.B.2.a

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### IV.B.2.a Descriptive Summary

The college President plans, oversees, and evaluates an administrative structure that is led by President's Cabinet members who report directly to him, and includes the Vice-Presidents of Instruction, of Student Services, of Administrative Services, and of Human Resources (See *Organizational Charts*). Each of the Vice-Presidents effectively manages the administrators within his/her respective division who are qualified to perform their responsibilities, which are aligned with the college's mission, goals, and strategic objectives. The President provides effective leadership and has the responsibility for ensuring that the college serves its students and the community with the highest quality of service.

The college President is also concerned about the leadership development pipeline within the California Community College System and has taken initiative to address it. Through SanFACC, the President proposed an inter-college program for leadership development that would allow employees from one college to become management interns for a semester or year at another college, using an interagency agreement. He also believes in a "grow your own" leadership succession plan, in which he implemented a leadership forum for selected campus leaders who participated by reading various leadership books and discussing them on a monthly basis.

### IV.B.2.a Self-Evaluation

While the college President meets weekly with his Vice Presidents, he meets quarterly with his management staff team, consisting of 80 members. At this meeting the President reports on college and statewide issues

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directly to the managers. It also provides an opportunity for all managers to hear about other areas of campus from the appropriate Vice President. The President's effort to assess the institution's effectiveness is a testament to his strength as a leader. His fundamental respect for staff and genuine desire that the college be the best it can be have been the catalyst for a significant and positive change in the atmosphere on campus.

The college meets the standard.

### IV.B.2.a Planning Agenda

The college is confident in its current efforts and directions in how the President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.B.2.b

**The president guides institutional improvement of the teaching and learning environment by the following:**

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

### IV.B.2.b Descriptive Summary

The college President guides institutional improvement of the teaching and learning environment through different means. First, he establishes a collegial process

that sets values, goals, and priorities through his work with President's Cabinet and President's Advisory Council (PAC) (See *President's Advisory Council—Minutes*). Second, he makes sure that evaluation and planning rely on high quality research and analysis on external and internal conditions through PAC's work with guiding the program review process (See *Planning for Institutional Effectiveness*). Third, the college President ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes through the college's Master Plans (See *Educational Master Plan; Information Technology Master Plan; Facilities Master Plan*), Budget Committee and Planning for Institutional Effectiveness. Fourth, it is through the establishment of procedures to evaluate overall institutional planning and implementation efforts via PAC (See *Planning for Excellence Newsletters—June 2009; Integrated Planning Summit October 2009*) and the program review process (See *Planning for Institutional Effectiveness*) that demonstrates the President's dedication to the college's mission statement. The aforementioned processes demonstrate the college President's commitment to integrity and having meaningful processes for the college's improvement of the teaching and learning environment.

The President believes that PAC is the most efficient and effective forum for addressing campus-wide issues (See *President's Advisory Council*). It has served as the highest-level advisory body to the President for a number of years. In addition, the college has made the Budget Committee advisory to PAC in order to establish a stronger link between budget and planning (See *Budget Committee*). These are now more integrated, providing a more formalized process. The President considers this new process a significant improvement. This is especially true given the historical difficulty of delineating the relationship between budget allocations and planning. The planning process should drive the budget, and this change of relationship for these two advisory bodies and the process of how decisions are made means the college is making more efficient and effective fiscal decisions.

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The President understands the functions of the college's councils and committees, and he appreciates the contributions they make. The current structure is based on the principle that each group understands its role in the overall operation of the college and how it needs to be integrated across campus in order to make decisions efficiently and effectively. This integration serves as the foundation for collaborative decision-making (See *Planning for Excellence Newsletters—June 2009; Integrated Planning Summit October 2009*).

The evaluation of the functioning of the institution has shifted to emphasizing opportunities for assessment by conversation—interview and dialogue—as well as documentation of outcomes of the processes. One way that the college has shown a commitment to establishing accountability in decision-making is to invest institutional resources for high quality research data to help guide decision-making. Examples of allocating resources to this end are the outcomes linked to basic skills funding allocations (See *Basic Skills Coordinating Committee*). Another way the college has shown a commitment to accountability is its emphasis on acknowledging problems and making appropriate changes. An example of this is the commitment to developing the ASPIRE (African American Student Program Inspiring Responsibility for Education) program as a response to the data presented in the Student Equity Plan and the recent Equity for All Report (See *Academic Senate Resources*) to respond to specific inequitable student outcomes.

The President expects that decisions are made within appropriate organizational areas. He prefers that faculty/staff work with their Vice Presidents and constituencies to address concerns. For global decisions, the President, in conjunction with PAC, will solicit all needed consultation and information and will align with the most informed recommendations. He has worked diligently to create a sense of accountability among the various individual constituent groups.

To enhance campus-wide communication, the college President sends out a campus-wide monthly update titled, "Letter to the Campus," and he holds open

office hours every other week (See *President's Monthly Letters*). An email is sent out the first of the month listing the open office hours for that month and for the following month (See *President's Open Office Hours*). These office hours are made available to the entire campus community. Moreover, the President has regular meetings with the Presidents of: Faculty Association Academic Senate, Classified Senate, Executive Director of the Foundation, and Director of Marketing and Public Affairs. He is available to meet with anyone upon request. The college President speaks at the fall and spring Opening Meetings to update staff on college and statewide issues. These sessions are now recorded and available on the web for public access. In addition, Public Comment cards are placed in offices all over campus to solicit on-going feedback and input regarding college programs and services. All cards are reviewed personally by the college President. Cards are forwarded to the appropriate Vice President for a response. During both fall and spring opening meetings, a Q&A session is provided at the end of the meeting so anyone can pose a question to the President, Vice Presidents, or Senate Presidents. On occasion, when there have been more questions than time available, any questions that went unanswered were responded to via campus email.

The President communicates with the Board of Trustees on a regular, weekly basis and more often as needed. He makes sure to keep them abreast of major incidents and consults with them on the college's major processes. Board agendas are posted on the college website on the Friday before each Wednesday's monthly meeting to be available to all. Since the minutes of a meeting aren't posted until they are approved at the following meeting, the college President developed the "Board Briefs." This is a brief synopsis of the business conducted at the Board meeting and is posted on the web and emailed campus-wide within a day or two following the meeting (See *Board Briefs*). In addition, the President (as well as members of the Board) generally attends the Associated Students' fall Leadership Retreat at Lake Arrowhead and is available to attend any of their other meetings as requested.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

As a member of the ACCJC Accrediting Commission, the college President is thoroughly familiar with student learning outcomes and the need for their implementation campus-wide. In 2004, while serving as the Vice President, Instruction at Mt. SAC, the college President initiated a Student Learning Outcomes Steering Committee to provide SLO recommendations to the Academic Senate and to the President's Advisory Council. In 2008, a Guidebook to Student Learning Outcomes and Administrative Unit Objectives was developed and included feedback from and advocacy from many including the college President (See *Guidebook to SLOs and AUOs*). Since the current President became President, the college has approved college goals each year (See *College Goals and Strategic Objectives*). During 2008 to 2009 and 2009 to 2010, strategic objectives were also implemented. The college President was instrumental in the development of an Educational Master Plan that assists the college in planning for change and growth in educational programs and services and in developing the appropriate facilities to house those programs and services over the next ten years; the development of the Educational Master Plan was approved by the Board in January 2008 (at the recommendation of the college President) and completed in 2009. The update to the Information Technology Master Plan was completed in 2009, under the direction of the college President, with leadership, guidance, and feedback from the campus community. The update to the Facilities Master Plan will be rolled out in fall 2010.

In accordance with Proposition 39, when the college passed its Bond in 2001 (and again in 2008), the college was required to have a Citizens Oversight Committee to ensure that Bond funds were being spent as promised in the Bond measure. The college President has provided leadership to this committee. In addition, the Budget Committee has worked to develop guidelines for recommendations to PAC to address potential budget cut processes and procedures.

#### IV.B.2.b Self-Evaluation

The President guides institutional improvement of the teaching and learning environment at Mt. SAC. In all

academic areas, departments plan for budget needs through the program review (PIE) process and ePIE documentation of strategic actions, goals, and student learning outcomes. This process drives and validates requests for funds and resources which ultimately go to the Board for approval. The Board recognizes the college's commitment to a systematic and analytical approach to budget allocation, and it affirms the process as it reviews and approves budgets. Through its approval of the annual college budget and goals focused on improvements to student learning programs and services, the Board provides the direction and resources necessary to maintain momentum for ongoing improvement.

Clearly the college President maintains open, regular dialogue with leaders of college constituent groups on institutional planning, integration of planning, resource allocation, and student learning outcomes. He also communicates with the Board regularly to maintain and to establish future planning and goal setting for the institution. It is through these collaborative processes that allow for the synergistic flow of dialogue and ideas that establish a collegial and cooperative atmosphere at the college.

The college meets the standard.

#### IV.B.2.b Planning Agenda

The college is confident in its current efforts and directions with how the college President creates an open environment to support the improvement of the teaching and learning environment. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.2.c

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

### IV.B.2.c Descriptive Summary

The President is delegated the authority to implement all appropriate statutes, regulations, and governing board policies (See *Board Policies—BP2430*). He has also devoted attention to a review of institutional practices to assure that they are consistent with the college's mission and policies. During the tenure of the previous college President, the college updated its Policy Handbook and Administrative Procedures. Under the President's leadership, the review process has been refined. Policies and procedures are reviewed regularly as updates are received from the League office, or as needed. As updates are made, an email is sent campus-wide noting which policy/procedure is updated (See *Administrative Procedures Announcement December 2007; Administrative Procedures Announcement December 2007, 2008, and 2009; Board Policies Announcement December 2007, 2008, 2009*).

One further example may serve to illustrate the President's commitment to ensuring that college practices are consistent with institutional mission and policies. A new college mission statement was created in 2008 through an equitable process in which each college constituent group participated (See *Board of Trustee Minutes—April 2008; President's Advisory Council—minutes January, February and April 2008; College Mission, Vision and Core Values*). Using a participatory governance process, the President's Advisory Council (PAC) regularly reviews and suggests revisions to the college's mission statement. The mission statement is then forwarded to the Board of Trustees for its consideration and approval. The mission statement is posted inside every building on campus, which shows the campus community what the priority of the institution is.

### IV.B.2.c Self-Evaluation

The President assures the statutes, the regulations, and the governing board policies are implemented; he also assures that institutional practices are consistent with institutional mission and policies. The President spends a considerable amount of time effectively

communicating the mission, the values, and the philosophy of the college and works to inspire others in planning their goals and in facilitating change processes within their departments. The college has numerous procedures in place that allow for this process to be collegial and self-reflective which demonstrates the college's commitment to integrity of the process (See *Board Policies; Administrative Procedures*).

The college meets the standard.

### IV.B.2.c Planning Agenda

The college is confident in its current efforts and directions with how the President assures the implementation of statutes, of regulations, and of governing board policies, and assures that the college's practices are consistent with its mission and policies. As the current planning endeavors are working well, there is no need for new planning efforts.

### IV.B.2.d

**The president effectively controls budget and expenditures.**

### IV.B.2.d Descriptive Summary

At Mt. SAC, the college President controls the budget and expenditures in an effective and efficient manner, using a collaborative, collegial process that is meaningful and has integrity. In consultation with appropriate administrative staff, the President makes annual budget recommendations to the Board of Trustees for review and approval. Budget and expenditures are carefully monitored, and regular reports are prepared for Board review. College budget decisions are guided by the institutional mission and the priorities that result from its implementation. In this way, the budget is considered an "instrument of administration whereby the educational program, support services, and operations may be planned with reference to financial expenditures. It shall also be an instrument which reflects the plans and priorities for the college" (See *Board Policies—BP 6200*).

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>



The President and his Cabinet meet on a weekly basis (in addition to having emergency meetings as needed), and the budget is an item regularly reviewed. Frequent updates are provided at Board meetings. The college President is also directly involved in the Collective Bargaining process serving as the liaison between the Board of Trustees and the bargaining team—a task that carries potential budget implications. The college President and the Vice President, Administrative Services work directly with the Board to establish bargaining parameters.

The college President makes the final decision on faculty and student growth. The college has a process for prioritizing the faculty positions to be filled that involves consultation via the Academic Mutual Agreement Council. This prioritized list is given to the President who then determines the number of positions to be filled. The President does not change the prioritization. Furthermore, the President works closely with his Cabinet effectively to manage student enrollment each year; the impact of enrollment to budget is clear to all and is monitored closely.

#### IV.B.2.d Self-Evaluation

The President effectively controls budget and expenditures. Shortly after the arrival of the current President, the college was hit by the state's budget crisis and the subsequent decreases in expected funding levels. At his direction, budgetary decisions were made in light of the college's mission and goals. Over the last few years, the President has worked closely with the Vice Presidents, campus leaders from all constituencies, and the appropriate teams to gather information that can be used to make wise decisions for budget reductions. The principles that guided the decisions were the commitment to protect programs and services for students and the commitment to protect employees who had contributed to the success of the college and its programs and services (See *Budget Meeting Campus Wide May 2009; Budget Update on State Budget Crisis October 28, 2008; President's Monthly letter—February 2010*).

The college meets the standard.

#### IV.B.2.d Planning Agenda

The college is confident in its current efforts and directions with how the President effectively controls budget and expenditures. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.2.e

**The president works and communicates effectively with the communities served by the institution.**

#### IV.B.2.e Descriptive Summary

The college President works diligently to be an advocate for the college to the district's communities. The President is a dynamic college representative; he understands the value of community support in the college's fundraising efforts and of community input in the college's long term planning process. He has spent a great deal of time getting to know community leaders and has met with every significant group in the surrounding community. He has been successful in establishing connections with all the cities in the district. He has also attended the Diamond Bar and Walnut City Council meetings and met with the city managers and mayors. In addition, the President has encouraged the Board of Trustees members to meet with city council members to solidify the college's community connections and to reinforce the importance of the community's perspective in college planning. The college President has met with nearly all, if not all, of the college's Mayors/City Councils and Superintendents and/or Boards of Education. Furthermore, the college President, and other campus leaders, belongs to local service clubs (i.e., Rotary). The college is often a sponsor at key community events (i.e., sponsoring a table). An example of some of the President's meetings for 2008 to 2009 are listed below:

- July 10, 2008—Met with Assemblyman Bob Huff
- July 10—Attended the SGV Regional Chamber Awards/Installation Dinner
- July 14—Attended the Irwindale Chamber of Commerce Meeting

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

- July 23—Spoke at the SGV Economic Partnership meeting RE: Bond
- August 6—Met with Congresswoman Hilda Solis
- August 6—Met with Chino Hills Councilman Curt Hagman
- August 20—President’s Circle Summer Symposium—Informal discussions with many state and local leaders
- September 2—Attended Industry Manufacturers Council luncheon
- September 9—Attended Rowland Unified School District Board meeting and made Bond presentation
- September 23—Attended Baldwin Park USD Board meeting and made Bond presentation. Later attended La Puente City Council meeting and made Bond presentation.
- September 24—Met with the Pomona USD Superintendent
- October 1—Attended the Walnut Valley USD Board meeting and made Bond presentation.
- October 6—Met with Dr. Ronald Kraft, new president of Southern California University of Health Sciences
- October 9—Attended the Hacienda La Puente USD Board meeting and made Bond presentation.
- October 25—Spoke at the 48th District Agricultural Association’s Teacher Recognition Day
- October 29—Attended the Regional Chamber of Commerce Meeting/Luncheon
- November 13—Attended Annual Public Safety Appreciation Luncheon
- December 2—Attended City of Industry Luncheon
- February 6, 2009—Met with Congressman Gary Miller
- February 7—Informal meeting with Assemblyman Ed Hernandez
- February 26—Attended/participated in SGV Economic Partnership event
- March 11—Met with president of Western University
- April 13—Met with Chaffey president
- April 15—Met with City of Hope president
- April 25—Attended Hilda Solis Event—Pathways to Success

- May 29—Met with Marc Drummond, Chancellor of LACCD
- June 4—Met with Sharon Herzberger, President of Whittier College

#### IV.B.2.e Self-Evaluation

It is clear that the college President is communicating with numerous groups and communities across the district and beyond. It is through these communications that the President has built more relationships that help in the quest for student success and institutional effectiveness. The continuation and building of these relationships indicate the effectiveness of the President’s communications and dialogue with the community entities.

The college meets the standard.

#### IV.B.2.e Planning Agenda

The college is confident in its current efforts and directions with how the President works and communicates effectively with the communities served by the college. As the current planning endeavors are working well, there is no need for new planning efforts.

#### IV.B.3. Multi-college districts or systems.

This Standard does not apply to Mt. SAC since the college is a single college district.

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## List of Evidence



# A List of Evidence

## On the Website at

<http://www.mtsac.edu/administration/accreditation/2010evidence.html>

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## A

AA Degree New and Review Process (flowchart)  
Academic Mutual Agreement Council (AMAC)  
Academic Senate  
Academic Senate End of Year Report 2007–2008  
Academic Senate End of Year Report 2008–2009  
Academic Senate Resolutions  
Academic Senate Resources  
Accreditation Notes (newsletters)  
Administrative Procedures Announcement  
    December 2007  
Administrative Procedures Announcement  
    December 2008  
Administrative Procedures Announcement  
    December 2009  
Administrative Procedures (AP)  
Administrative Services Team  
Administrative Unit Objective (definition)  
Adult Basic Education (ABE) Career Day  
Adult Basic Education (ABE) Career Day Presenter  
    Survey Data  
Adult Basic Education and ESL Program Evidence  
Advisory Committee Handbook  
Agreement—Mt. San Antonio College District and  
    CSEA 262  
Agreement—Mt. San Antonio College District and  
    CSEA 651  
Agreement—Mt. San Antonio College District and  
    Faculty Association  
American Association of University Professors (AAUP)  
    Statement on Professional Ethics  
AMLA-ESL-CARE Thanksgiving Food Drive  
Annual Report  
Architect/Engineer Deliverables Checklist  
ASPIRE (African American Student Program  
    Inspiring Responsibility for Education)

Assessment and Matriculation Committee  
Assessment of Student's Placement Levels  
Associated Students  
Associated Students College wide  
    Committee Application  
Athletic Quick Facts  
Audit (see *Financial Audits*)  
Auxiliary Resolutions  
    • Health Benefit Vesting  
        > Managers  
        > Regular employees  
Auxiliary Services Meeting Minutes  
    • April 2009 Dining Services Council  
    • August 2009 Dining Services Council  
    • January 2009 Dining Services Council  
    • July 2008 Dining Services Council  
    • June 2009 Bookstore Commission  
    • March 2009 Bookstore Commission  
    • November 2008 Bookstore Commission  
    • September 2008 Bookstore Commission  
    • September 2009 Board of Directors  
    • September 2009 Bookstore Commission

## B

Banner (access, Project Vision newsletters, etc.)  
Banner Steering Committee  
Banner—Adding Students June 2009  
Banner—Go Live May 2009  
Banner—Student Parking June 2009  
Banner—Summer Session Add Deadline Conflict  
Banner—Update December 2007  
Basic Skills Coordinating Committee  
Basic Skills Newsletters (see *Research Newsletters*)  
Basic Skills Project Highlights (2007–2008)  
Basic Skills Project Results 2007–2008 • 2008–2009

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

## Board Briefs

- Board Briefs April 2009 (announcement with attachment)
- Board Briefs August 2008 (announcement with attachment)
- Board Briefs January 2009 (announcement with attachment)
- Board Briefs November 2008 (announcement with attachment)

Board Evaluation 2005

Board Evaluation 2006

Board Evaluation 2008 June • July

Board Evaluation 2009

Board Evaluation 2010 (Feb. 27)

Board Evaluation Form (2010)

Board of Appeals Committee

Board of Trustees

Board of Trustees Minutes

Board Policies Announcement December 2007

Board Policies Announcement December 2008

Board Policies Announcement December 2009

Board Policies (BP)

Bond Measure RR Announcement

Bond Measure RR Success

Bridge Report

Budget Annual Financial and Budget Report CCFS-311

Budget Committee (See also *Cost Cutting Revenue Generating Task Force*)

Budget Committee's Goals 2008-09

Budget Flowchart

Budget Historical View

Budget Meeting Campus Wide May 2009

Budget Process Memo 2006-07

Budget Projection

Budget Quarterly Financial Report CCFS-311Q

Budget Review and Development Guide 2010-2011

Budget Request Process—Instruction Team 2007-2008

Budget Update on State Budget Crisis October 29, 2008

Budget, Adopted

## C

Cal Poly Borrowing Agreement

California Code of Regulations

California Work Opportunities and Responsibility to Kids (CalWorks)

Campus Connection

Campus Equity & Diversity Committee

Campus Master Plan Coordinating Team

Campus-wide Email to Announce Budget Reduction Guidelines August 2009

Campus-wide Email to Announce Budget Reduction Guidelines December 2008

Catalog (See *College Catalog*)

Categorical Program Evaluation (2009)—submitted

CCC-501 Application for Approval—New Credit Program

CCCCO Perkins

Citizens Oversight Committee

Clarus Studies

- Branding and July 2007 Board Report

- Executive Summary

- Presentation to the Board of Trustees (April 2010)

Classified Senate

Clubs for Students

College Catalog

College Goals and Strategic Objectives

College Mission, Vision and Core Values

College News and Press Releases

College Schedule of Classes

Commencement June 2009 Webcast

Committees and Councils

Community College Services Group facilities condition audits

Community Connection (March 2010)

Computer lab table

Continuing Education

Continuing Education Application for Accreditation Study

- Appendices

Continuing Education Division—2008-09 Student Profile (p. 23 Matriculation)

Continuing Education Student Learning Goals

Continuing Education—WASC Accreditation

Contracted District Audit Manual

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Cost Cutting Revenue Generating Task Force  
(See *Original Listing of all the Cost Saving/Revenue Generating Ideas Submitted*)

Cost Cutting Revenue Generating Task Force minutes

- December 2009
- July 2009
- November 2009
- October 2009

Counseling Services

Course Level Student Learning Outcomes

- Business Division

Course Level Student Learning Outcomes Plan 2008

- Addendum

Course Outlines, ENGL 1A and SPCH 1A

Course Outlines, LIBR 1A and LIBR 1B

Crime Statistics

Curriculum and Instruction Council (C&I)

## D

Disabled Student Programs & Services (DSP&S)

Distance Learning

Distance Learning (see *Questions to Aid in the Evaluation of Distance Learning*)

Distance Learning Committee

Distance Learning Course Success and Retention

Distance Learning—Academic Senate Resolution

DSA Compliance files

- Athletics Fields
- ESL-Health Careers
- Welding-AIRC

## E

Educational Design Committee (EDC)

Educational Master Plan 2009 (EMP) (full report—see *MS Word sections below*)

- District and College Information
- Conclusion and Recommendations
- Addendum
- Appendix A
- Appendix B-1
- Appendix B-2
- Appendix C

- Appendix D
- Appendix E-1
- Appendix E-2
- Appendix E-3
- Appendix E-4

MS Word Documents for different areas:

- Administrative Services
- Arts Division
- Business Division
- Continuing Education
- Human Resources
- Humanities and Social Sciences Division
- Instruction Office
- Library and Media Services
- Natural Sciences Division
- Physical Education Division
- President's Office
- Student Services Team
- Technology and Health Division

*Electronic Access & Resources Committee (CCL-EAR)*

*Employee News and Info*

*Employee Survey 2004 • 2007 • 2009-Full Study • 2009-Comments*

*English Literacy Civics Needs Survey*

*Enrollment*

- *Other types of Enrollment*

- *Yearly Credit and Non-credit by term*

*ePIE (password needed beyond first click)*

*ePIE reports (see *Planning for Institutional Effectiveness (PIE)*)*

*Equity for All*

*Equivalency Committee*

*ESL Blood Drive*

*ESL Career Conference*

*ESL Database Sample Report*

*ESL JSPAC Effective Practices*

*ESL New Student Handbook*

*ESL Placement Test Renewal Report*

*ESL Registration flyers*

*ESL Scholarship*

*ESL web page*

*ESL-CASAS Benchmarks Data 2008-2009 (see page 15)*

*Excellence in Assessment Award 2010*  
*(from The Research and Planning Group for California Community Colleges)*  
*Excellence in Planning Award 2010*  
*(from The Research and Planning Group for California Community Colleges)*  
Extended Opportunity Programs and Services (EOP&S)

## F

Facebook page  
Facilities Management Department Administrative Unit  
Outcomes 2007  
Facilities Master Plan

- Facilities Master Plan 2005 (formal plan)
- Facilities Master Plan 2005 (building-by-building)

Facilities Master Plan (due in Fall 2010)  
Facilities Planning Manual  
Fact Book (See Mt. SAC Fact Book)  
Faculty Inquiry Group Announcement  
Financial Audits  
Fiscal Accountability

- Fiscal Accountability Application
- Fiscal Accountability Application from Board
- Fiscal Accountability Final Approval
- Fiscal Accountability Plan
- Fiscal Accountability Provisional Approval

Five-Year Construction Plan  
Flex Day 2008  
Flex Day 2009  
Flex Day 2010  
Foundation  
Foundation Audit Report 2008  
Full-Time Faculty Obligation (FTFO)

- Fall 2009

FUSION Facilities Condition Reports

- Facility Report (Executive Summary)
- FCI Report
- Survey Detail Report

## G

GE Outcomes Committee (GEOC) created (Created by Academic Senate Resolution 2006-06)  
General Education Outcomes Committee (GEOC—defunct) See Outcomes Committee  
GEO 2006-09: An Historical Perspective  
GEO Accomplishments  
GEO Assessment 2008-09: Summary of Findings  
GEO Common Reporting Form and Workshop material  
GEO Coordinator Resolution 2007-05  
GEO Plan 2009-2012  
GEO Plan, Academic Senate Resolution 08-13  
GEO web page  
GEO Zones  
Grants Reports

- 2005-2006
- 2006-2007
- 2007-2008
- 2008-2009

Guidebook to SLOs and AUOs  
Guidelines for Budget Reduction 2008

## H

Health and Safety Committee  
Help Desk  
History of Year-end Reserve Balances  
Honors Program  
Human Resources Team

## I

IEALC agreement  
Information Technology Advisory Council  
Information Technology Department  
Information Technology Master Plan 2009—Planning for Excellence Newsletter  
Information Technology Master Plan 2009 (TMP)  
Information Technology Master Plan 2009 Announcement  
InfoToGo web page  
Institutional Effectiveness Committee (IEC)  
Instruction Team

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> Note: Documents referenced in this report can be found online at <http://www.mtsac.edu/administration/accreditation/2010evidence.html>

Instruction Team Management Effectiveness: Mt SAC's  
Opportunity for Dialogue 2009  
Insurance Committee  
Integrated Design Services Seismic Evaluations  
Integrated Planning (resource)  
Integrated Planning Summit October 2009  
IT Replacement Program database  
IT Standards

## J

## K

## L

*Labor Market Information Employment  
Development Dept • Centers of Excellence*  
*LAC Tutorial Services PIE 2008-09*  
Learning Assistance Center 2008-09 Year-End  
Summary Report  
Learning Assistance PIE 2008-2009  
Learning Assistance Tutoring Report  
Learning Communities  
Learning Lab Survey 2008 Summary Report  
LEED Handbook  
Library  
Library Acquisitions Policy  
Library Orientation Classes  
Library Orientation PowerPoint Presentation  
Library PIE 2008-2009  
Luminis Portal (password needed beyond first click)

## M

*Management Evaluation Process*  
*Marketing and Public Affairs*  
*Measure RR Project List*  
*Midterm Report*  
*Minimum Qualifications for Faculty and Administrators  
in California Community Colleges*  
Mission Statement see College Mission, Vision and  
Core Values  
Mt. SAC Catalog (See *College Catalog*)

*Mt. SAC Fact Book*  
Mt. SAC Schedule of Classes (See *College Schedule  
of Classes*)  
*Mt. San Antonio College Website*  
*My.MtSAC Portal (Student application, registration,  
payment)*  
*MyPortal* (for employees and students—password  
needed beyond first click)

## N

*NACES website*  
*NCES Academic Libraries Survey*  
*New Budget Processes 2005-06*  
*New Faculty Seminar*  
*Nichols' Model*

## O

*OCLC contract/agreement*  
*Online Counseling 2008-2009 Student  
Satisfaction Report*  
*Online Jobs at Mt. SAC*  
*Open Forum Announcement—May 2008*  
*Opening Meeting Q & A—Spring 2008*  
*Organizational Charts*

- *February 2010*
  - > *Department*
  - > *Overall*
- *September 2010*
  - > *Department*
  - > *Overall*

*Original Listing of all the Cost Saving/Revenue  
Generating Ideas Submitted*  
*OS1 Handbook*  
*Outcomes Committee (OC)*



## P

PAC (President's Advisory Council)

PAC meeting minutes

Participatory Governance Survey 2008

- Classified
- Faculty
- Full Report
- Managers

Participatory Governance Survey 2009

- Classified
- Faculty
- Full Report
- Managers

Performing Arts Schedule

PIE Documents (archive)

PIE Documents (current)

PIE Memo November 2009

Planning (See *multiple sources*)

- Educational Master Plan
- Facilities Master Plan
- Information Technology Master Plan
- Integrated Planning Summit
- Planning for Excellence Newsletters
- Planning for Institutional Effectiveness

Planning and Design meeting minutes

- Agricultural Sciences
- Athletics Storage Building
- Building 23 Remodel
- Building 45 Renovation
- Bonita-Walnut Intersection
- Business

Planning for Excellence Newsletters

Planning for Institutional Effectiveness (PIE) (See *PIE Documents (archive); PIE Documents (current)*)

Portal

- *My.MtSAC Portal (Student application, registration, payment)*
- MyPortal (for employees and students—password needed beyond first click)

President's Advisory Council (PAC)

President's Monthly Letters

*President's Open Office Hours*

*Professional and Organizational Development Schedule of Classes*

*Professional and Organizational Development (POD)*

Professional Development Council

*Program and Course Approval Handbook*

Program Review (see *PIE Documents (archive)* and *PIE Documents (current)*)

Purchasing (Banner User Guides)

## Q

Questions to Aid in the Evaluation of Distance Learning

## R

*Research and Institutional Effectiveness*

Research and Institutional Effectiveness Research

Action Plan

- 2008 to 2009
- 2009 to 2010

Revised Guidelines for Appointment and Services of Classified Staff on College Committees

*RIE (Research) Newsletter*

## S

*Salary and Benefits Percentage Expended in 2008-09 Schedule of Classes*

Self-Study Feedback

*Sirsi Average Date*

*SirsiDynix agreement*

Skills & Pedagogy for Online Teaching (SPOT)

*SLO web page*

Space Inventory

*SSPIRES Initiative*

*Strategic Plan (see College Goals and Strategic Objectives and Vision 2020: Strategic Plan Goals and Initiatives (Fall 2001))*

Student Equity Committee

Student Equity Plan 2005

Student Equity Plan (being updated)

Student Events and Activities

*Student Health Center*

*Student Learning Outcome (definition)*  
*Student Learning Outcomes and General Education Outcomes Evidence to Date*  
*Student Learning Outcomes Committee (defunct)*  
See *Outcomes Committee*  
*Student Learning Outcomes newsletters, progress reports, and white papers*  
*Student Learning Outcomes Plan (see Course Level Student Learning Outcomes Plan 2008 and Addendum)*  
*Student Life Center*  
Student Preparation and Success Council (SP&S)  
Student Preparation and Success Council, minutes November 3, 2008  
Student Right to Know (SRTK)  
Student Services Guide  
Student Services Team  
*Study Abroad*  
*Substantive Change 2009 (Approved by ACCJC)*

- Appendix A
- Appendix B1
- Appendix B2
- Appendix C
- Appendix D
- Appendix E
- Appendix F

## T

Taxpayer's Advocacy  
Teacher Preparation Institute  
Teaching and Learning Center (TLC)  
Technology Master Plan (TMP) (see *Information Technology Master Plan 2009*)  
The Course Outline of Record: A Curriculum Reference Guide  
Title 5, California Administrative Code (Education Code)  
Title 5 Subchapter 2, Academic Senates, 53200-53204  
Title V Annual Performance Reports Years 1 & 2 on tutoring and counseling activities

- Year 1
- Year 2

TracDat (see *ePIE (password needed beyond first click)*)  
Transfer Center

Transparency of SLOs/GEOs (Academic Senate Resolution 2009-02)  
Tutoring Centers (Across Campus)

## U

Using the Library Exercise

## V

VESL Open House  
Veteran Services Center  
Vision 2020: Strategic Plan Goals and Initiatives (Fall 2001)  
Vocational English as a Second Language Program Information and Student Guides  
VTEA Year End Report (Library)

- Section III B
- Section III C

## W

WebCMS  
Website for Soliciting Cost Saving/Revenue Generating Ideas  
Wellness Center  
Why Didn't Our First-Time Students Persist?

## X

## Y

Year of Developmental Education 2008-2009 Announcement  
Year of Improving Student Success Through the Use of Data 2009-10 ("Y I Use Data")

## Z

**BOOK DESIGN:**

**John Lewallen & Linda Lundgren**

*Mt. SAC Marketing & Public Affairs Office*

**Handy Atmail**

*HA Design*

## **Our Mission**

*The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.*



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