Vice President, Instruction or Designee (Tri-Chair)	Kelly Fowler	X	Instruction (appointed by the VP, Instruction)	Kelly Coreas	X
Director, Research & Institutional Effectiveness (Tri-Chair)	Patty Quinones	X	Instructional Dean (appointed by VP, Instruction)	Sylvia Ruano	X
Faculty – Career Education (Tri-Chair)	Jennifer Hinostroza	X	School of Continuing Education (appointed by VP, SCE)	Minerva Avila	X
Faculty (Outcomes Coordinator	Chris Jackson		Senior Facilities Planner or Designee	**Vacant**	
Academic Senate President or Designee	Tania Anders	X	Student Services (appointed by VP, Student Services)	Lina Soto	X
Faculty Accreditation Coordinator or Designee	Allie Frickert	X	Business Analyst, Instruction	Krupa Patel	X
Faculty - Credit (appointed by Academic Senate)	Pauline Swartz	X	Classified (appointed by CSEA 262)	Lisa DiDonato	
Faculty - Noncredit (appointed by Academic Senate)	Landry Chaplot	X	Classified (appointed by Classified Senate)	Heidi Alcala	X
Faculty – Student Services (appointed by Academic Senate)	**Vacant**		Classified (appointed by CSEA 651)	**Vacant**	
Student (appointed by Associated Students)	Lorry Nam	X	Educational Research Assessment Analyst (appointed by Director, RIE)	Annel Medina Tagarao	X
Associate Vice President, Instruction	Meghan Chen		Guest – Senior Research Analyst	Cathy Stute	X
Fiscal Services (appointed by VP, Admin Services)	Rosa Royce	X	Guest – Assistant Dean, Accreditation and Planning	Lianne Maldonado-Greenlee	X
Human Resources Manager (appointed by VP, HR)	Ryan Wilson	X			
Information Technology (appointed by VP, Admin Services)	Monica Cantu-Chan	X	Recorder	Wendi Alcazar	X

	Topic	Discussion/Outcome
1.	**Welcome**	
2.	**Review of the Agenda**	• Reviewed.
3.	**Approval of September 24th Meeting Minutes**	• Reviewed. Motion made to approve the minutes by J. Hinostroza, seconded by P. Quinones. Motion approved with one abstention.
5.	**Program Review Update**	• The workgroup has worked on the manager's Program Review, and we will call it Level 2 so that it's not so specific to managers. • We are working on training now. We want to start setting goals and conducting data analysis. • What will the new process look like compared to the old process? • There will be handouts for now; once Nuventive is ready, the information can be input there. • As we develop this process, we will start creating resources online; this will be a work in progress this first year. • Road Show will include the Student Services Division, different Instruction Divisions, and will focus outreach to the various main areas on campus. • A good portion of managers will complete a comprehensive program review. • The workgroup is willing to present information on the new process anywhere we are invited, ILT, perhaps something in Monday Minutes, and maybe a campus announcement. • The workgroup is invited to the Academic Senate Meeting. • Perhaps a 5-minute presentation about it so that the faculty are informed. • We will have a PowerPoint (PPT) of the CliffsNotes version of the process. • Level 2 is a good idea, manager, can cause some anxiety.

- PPT draft shared with committee.

What is Program Review?
(And why is it important?)

Program Review is a systematic and cyclical process that institutions use to evaluate its institutional effectiveness, use of resources, and progress toward fulfilling the college's mission and goals.

Purpose: to assess how well a unit is achieving its stated goals, whether it's meeting the needs of the population it serves, and how it aligns with the institution's overall mission.

Participants: All employees at Mt. SAC. Each college unit will complete a unit level program review.

Powerful impact: All units of the college are working together toward the same goals, integration of institutional planning and resource allocation to foster conditions and actions that lead to measurable program improvement and student success.

Key Components of Program Review

Mt. SAC 2035 - College goals and commitments (strategies) which include 5 year and 10-year outcomes and metrics

Data Collection – Gathering both quantitative and qualitative data related to student learning, program outcomes, resources, and other relevant factors.

Data Analysis and Reflection – Analyzing the collected data to identify strengths, weaknesses, and areas needing improvement

Unit Planned Actions – Developing and implementing strategies to address *Mt. SAC 2035* Commitments and identified areas for improvement.
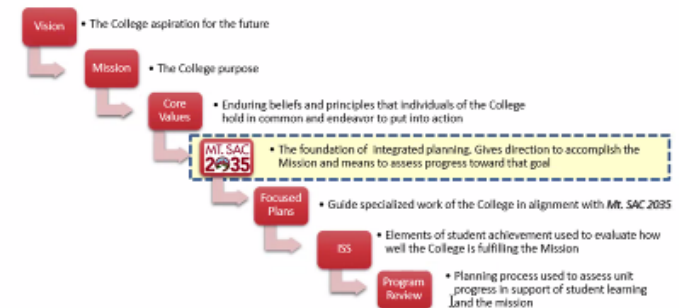
Mt. SAC 2035 Framework

Mt. SAC 2035 is the College's comprehensive plan, which will guide unit goals.

Mt. SAC MISSION

CONDITIONS FOR SUCCESS

Welcoming, Inclusive, Safe, Supportive Environment

Rigorous and Relevant Learning

Clear, Easily Accessible Information

VISION 2030

INSTITUTIONAL GOALS + COMMITMENTS
Accomplished through plans and resource allocation

1 CULTURE OF CARE
- 1.1 Service to Students
- 1.2 Wraparound Support
- 1.3 Holistic Support
- 1.4 Clear Communication
- 1.5 Belonging + Community
- 1.6 Welcome + Safe Campus

2 EQUITABLE ACCESS + COMPLETION
- 2.1 Enhance Onboarding + First-Year Success
- 2.2 Support for Online Learning
- 2.3 Support Course Success
- 2.4 Support Transfer + Completion
- 2.5 Enhance Processes to Support Student-Centered Course Needs

3 EQUITABLE + INNOVATIVE TEACHING
- 3.1 A Diverse Campus Workforce
- 3.2 Investment in Professional Learning
- 3.3 Strengthen Relationships
- 3.4 Learning-Ready Infrastructure
- 3.5 Equitable + Integrated Facilities

Mt. SAC 2035 website and plan document: www.mtsac.edu/2035

Integrated Planning At-a-Glance

Mt. SAC 2035 serves as the foundation for integrated planning processes and cycles of continuous quality improvement. It is accomplished through, implementation of focused plans, the work of College units, and Mt. SAC's participatory governance.

Vision • The College aspiration for the future

Mission • The College purpose

Core Values • Enduring beliefs and principles that individuals of the College hold in common and endeavor to put into action

MT. SAC 2035 • The foundation of integrated planning. Gives direction to accomplish the Mission and means to assess progress toward that goal

Focused Plans • Guide specialized work of the College in alignment with *Mt. SAC 2035*

ISS • Elements of student achievement used to evaluate how well the College is fulfilling the Mission

Program Review • Planning process used to assess unit progress in support of student learning and the mission

New Program Review Process

- Three-year review cycle
  - First year is comprehensive review and goal setting.
  - Second year – update to goals and resources
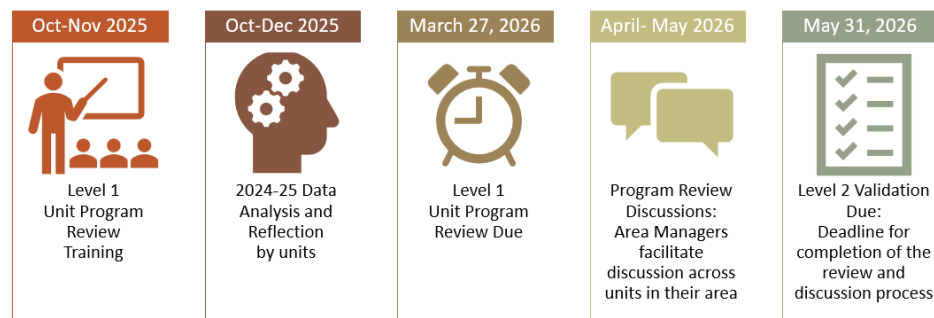 - Third year – update to goals and resources

PROGRAM REVIEW

VS.

What is the same?

- **Institutional planning** for improvement
- Faculty and Staff **involvement**
- **Every Unit** of the college participates
- **Nuventive**
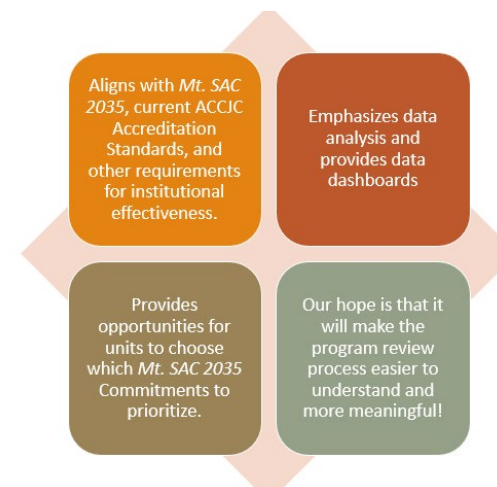
What's different?

- Name – **Program Review**
- Cycle – **3-year cycle** with an annual update
- Timeline – Data reflection begins in Fall, with Unit program review due **March 27**.
- **Everyone completes unit level** program review
- Planning **starts with *Mt. SAC 2035*** Commitments, outcomes, and metrics.
- **Emphasis on data collection, analysis, and reflection** leading to measurable program improvement and student success
- **Program analysis** leads to identification of resource needs.
- Level 2 is **validation and communication** with units

New Timeline & Deadlines

Oct-Nov 2025	Oct-Dec 2025	March 27, 2026	April- May 2026	May 31, 2026
Level 1 Unit Program Review Training	2024-25 Data Analysis and Reflection by units	Level 1 Unit Program Review Due	Program Review Discussions: Area Managers facilitate discussion across units in their area	Level 2 Validation Due: Deadline for completion of the review and discussion process

New Template in Nuventive

You will use the worksheet provided today to support your data analysis and reflection in preparation for the Nuventive template where you will enter this information.

- Aligns with *Mt. SAC 2035*, current ACCJC Accreditation Standards, and other requirements for institutional effectiveness.
- Emphasizes data analysis and provides data dashboards
- Provides opportunities for units to choose which *Mt. SAC 2035* Commitments to prioritize.
- Our hope is that it will make the program review process easier to understand and more meaningful!

- The process is finalized. One of the workgroup members will attend the OCT 31st PIE Day to share the PPT of the new process.
- The full Senate should have this presented sooner rather than later. There is a meeting next week that we can work on getting on the agenda for.

7.	**Mt. SAC 2035 Implementation Plan**

- There were about 130 participants at the planning summit, and many of you attended.
- Allowing employees to think about their personal agency. Being able to commit to things individually.
- The training really gave a sense of community.
- Training for faculty took place in the summer.
- November 7th, leaders of classified will participate in a cohort.
- This is working toward commitment 1.1 of Mt. SAC 2035

		• Priority Tiers, which are still being worked on.
		• The lead for this is POD, so that would be Lisa Rodriguez. The others are collaborators, PDC, IEC, etc.
		• Actions 6.3 & 8.3 are related to this specific outcome.
		• IEC will give input on, initially, PDC, CPDC, FPDC, and MPDC.
		• This is a draft, and it is very complex.
		• We need to have further conversations with the different groups, VPs, and the President.
		• Conversations have happened already about implementation.
		• Nuventive will help track the information and data.
		• This first year will be our baseline.
		• This is a work in progress.
		• It would be nice to see this information in a graph or process flow; there are a lot of people who can't see the big picture because they are too busy doing their own part.
		• We are hearing that it's time to revise Fiona or the Green Monster.
		• It will be a lot easier to visualize this as we work on the process with all the different areas.
		• There is the top-down approach and understanding where the ownership is.
		• When we work on the goals, Dr. Garcia is thinking about making mini-grants available for employees to apply for that will assist with the achievement of the goal.
		• AP 3250 – We have recommendations; however, it really is a PAC AP.
		• Do we want to take our recommendations forward to PAC for their review?
		• Can we forward them what we've done and then ask them to review it?
		• For the past four years, it was driven by IEC, but it really is for PAC to decide.
		• We will bring this up at one of the PAC meetings.
		• Is EPAC needed? Is it a good opportunity to report on progress? This is something to think about.
9.	**Budget Committee Update**	• We had a meeting on September 23rd to discuss the project's approval process. • Compact is the campus master plan coordinating team. This group approves the projects for the whole campus. They will continue approving projects.
10.	**DEISA+ Updates**	• The FA contract was ratified on Monday by the Board. • We will now have a DEISA coordinator, 4.0 LHE for the year. • This will be a position on the Academic Senate Executive Board. • We can now work toward a second PGI after completing 96 hours of Professional

		Development for DEI. Specifically, they will need an additional 12 hours of training each year to maintain it. • Program Review will be submitted for approval of PGI credit.