



MT. SAN ANTONIO COLLEGE

SPECIAL MEETING OF THE BOARD OF TRUSTEES

Wednesday, September 28, 2016

MINUTES

CALL TO ORDER

The special meeting of the Board of Trustees of Mt. San Antonio College was called to order by Board President Chen Haggerty at 6:31 p.m. on Wednesday, September 28, 2016. Trustees Baca, Bader, Chen, Chen Haggerty, Hidalgo, Santos, and Student Trustee Santos were present.

STAFF PRESENT

Bill Scroggins, President & CEO; Mike Gregoryk, Vice President, Administrative Services; Irene Malmgren, Vice President, Instruction; and Abe Ali, Vice President, Human Resources were present.

PUBLIC SESSION

The Pledge of Allegiance was led by Abe Ali.

PUBLIC COMMUNICATION

None.

DISCUSSION ITEM #1 – ACCREDITATION EVALUATION REPORT

The Accreditation Team introduced themselves:

Kristina Allende, Professor, English and Accreditation Steering Committee Co-Chair
Lianne Greenlee, Director, Professional and Organizational Development
Irene Malmgren, Vice President, Instruction
Eric Turner, Director, Web and Portal Services

The Board reserves the right to modify the order of business in the manner it deems appropriate.

Closed session shall not extend past the designated time, but should the business considered in closed session require additional time, the Board shall reserve time after the public meeting to continue discussion.

The Team presented, reviewed, and discussed the following with the Board:

- Accreditation Overview (Powerpoint attached)
- Institutional Self Evaluation Report with Board of Trustee edits (document attached)
- Accreditation Webpage Overview

Bill Scroggins provided an overview of the ACCJC's new accreditation process.

ADJOURNMENT

The meeting adjourned at 7:46 p.m.


WTS:cn



Accreditation

Board of Trustees
Special Meeting
September 28, 2016

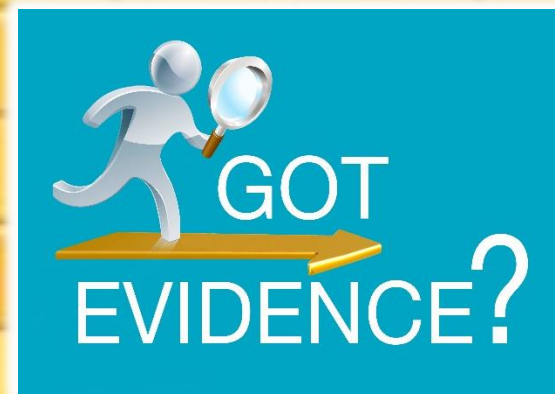
Irene Malmgren,
Vice President, Instruction
Kristina Allende,
Faculty Accreditation Coordinator

A person wearing a blue and white checkered skirt and red high-heeled shoes is walking on a yellow brick path. The path is surrounded by a grey circular area, and the background is a bright yellow wall. The text "Excellence and Distinction: Our Pathway to Accreditation" is overlaid on the right side of the image.

**“Excellence and
Distinction: Our
Pathway to
Accreditation”**

Self-Evaluation
Draft Changes

Board
Questions



Self-Evaluation
Calendar

Accreditation
Webpage

Self-Evaluation Draft Changes



Board Self-Evaluation
input and feedback was
used to make changes in
the draft narrative.



Questions from the Board

“Curriculum & Instruction Council now makes recommendations directly to the Board”. Please provide examples.

(IV.A.4 – pgs. 19/27)



Questions from the Board

What is the definition of unduplicated head count?

(Introduction pg. 28)

What are small certificates?

(Introduction pg. 58)

What is ARGOS?

(Introduction – pg. 77)



Questions from the Board

The chart shows most of Mt. SAC job placement rates are higher than “Institution-set Standard %”

Why are there several 0% job placement rates, such as Business: HR Management I Certificate (52.02), Arts: Photography Certificate (52.04), etc.? *(Introduction – pgs. 64-65)*



Questions from the Board

“Mt. SAC does not use clock hours.”

What are the definitions and differences between “clock hours” and “credit hours?”

(Introduction – pg. 71)



Questions from the Board

In fall 2015 Mt. SAC received notification of enhanced monitoring related to job placement rate, which did not meet the College's established ISS." *(I.B.3 pg. 22)*

- Which organization issued the notification? ACCJC?
- Which agency set the ISS (Institution-set Standards)?
- Was the Commission satisfied with the "addendum?"
- What is the status now?



Questions from the Board

“...per AP, faculty are given one additional year to complete their Outcomes assessment. If they do not comply, then the course is inactivated.” *(I.B.4 pg 25)*

- Did any course ever get inactivated due to faculty not completing their outcomes assessment?
- Any remedies to avoid inactivation of a course if students are in need of such course?



Questions from the Board

Is there disaggregated data
for the API population?

(I.B.5 pg. 33)



Self-Evaluation Calendar

 September 2016 ACCJC Self-Evaluation Calendar							
<u>Planning Activities</u>	SUN	MON	TUE	WED	THU	FRI	SAT
<ul style="list-style-type: none"> Accreditation Steering Committee Reviews Draft KA reviews draft for writing consistency using style guide PAC Final Review Self-Evaluation draft reviewed by Board, PAC, and Campus community 					1	2 10:30 – Noon ASC (Review Draft) Complete draft to President	3
	4	5 LABOR DAY HOLIDAY	6 President returns final edits to Dr. Malmgren	7 KA Final Review for Style	8	9	10
	11	12	13	14 Draft to Board of Trustees, PAC & ASC for Review	15	16	17
	18	19 Draft released to campus	20	21	22	23	24
	25	26	27	28 ALL FINAL EDITS DUE to Dr. Malmgren BOT Special Meeting	29 Workgroup reviews draft	30 Workgroup reviews draft	



Accreditation Webpage

Mt. San Antonio College Portal Login Search A A

Accreditation Mt. SAC Accreditation Continuing Education Accreditation

What is Accreditation?

Mt. San Antonio College (Mt. SAC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by The Commission of Recognition of Post-Secondary Accreditation and the U.S. Department of Education. ACCJC has a third party comment form available online and can be reached as follows: Accrediting Commission for Community and Junior Colleges 10 Commercial Blvd Suite 204, Novato, CA 94949 Tel: (415) 506-0234 Fax: (415) 506-0238 For changes to ACCJC policies, please click here. For the most recent actions on institutions, please click here. Mt. SAC's Current and Historical Accreditation Events The college is currently gathering evidence to validate that it meets all the ACCJC Standards in preparation for its spring 2017 visit.

Accredited Status

Mt. San Antonio College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Mt. San Antonio College is also accredited by other accrediting agencies. See program accreditation for more detailed information.

Self Evaluation 2017

Accreditation Reports

Program Accreditations

For comments, suggestions, or contributions:

- Accreditation Liaison Officer: Dr. Irene Malmgren
- Faculty Accreditation Coordinator: Kristina Allende Director
- Research & Institutional Effectiveness: Barbara McNeice-Stallard



BOT Edits (Sept 28, 2016)

Mt. San Antonio College

Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Mt. San Antonio College

1100 N. Grand Ave, Walnut, CA 91789

Submitted to: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted December, 2016

Working Draft as of September 28, 2016

Certification of the Institution Self-Evaluation Report

4.2 Major Developments in the Instruction Division

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

In 2012, Mt. SAC's School of Continuing Education (SCE) was granted a six-year postsecondary accreditation term by the Accrediting Commission for Schools, Western Association of Schools and Colleges. This was SCE's first accreditation effort. In Spring 2015, the College reorganized SCE by significantly expanding the infrastructure due to program growth. This increase was appropriate given that SCE is the state's fifth largest noncredit program.

Mt. SAC has formed a formal partnership with Mount Saint Mary's University to offer the Bachelor of Science in Nursing (BSN) degree on the Mt. SAC campus. The design of the program is an Associate Degree in Nursing (ADN) to BSN degree completion program. Students completing the Associate Degree in Nursing at Mt. SAC move into the BSN program and complete the units for the BSN. Mt. SAC is excited to offer this high-wage, high-demand degree to students. **Mt. SAC and Pomona Valley Hospital Medical Center created an Internship Program in which a Mt. SAC nursing student in the Transition to Practice course interned at Pomona Valley. A grant was written under the Song-Brown Special Program and the grant was awarded to Mt. SAC (See: Nursing Picture)**

Mt. SAC made improvements to the Outcomes Reporting Process. The Outcomes Committee and faculty worked together to revise student level (SLO), program level (PLO), and institutional level (ILO) outcomes. For several years, the College has used the software TracDat to record outcomes, assessment methods, data summaries, and discussions that result from assessment. TracDat records assessment activity and identifies alignment across all types of outcomes, including administrative unit objectives (AUOs), SLOs, PLOs, and ILOs. Dialogue about outcomes assessment occurs regularly in department and division meetings. In addition, many departments and divisions hold special meetings to focus on outcomes assessment and planning. The College's Outcomes Committee provides updates, training, and discussions via campus wide Flex Day presentations and Professional and Organizational Development workshops. Faculty, staff, and managers, including part-time employees, participate in these activities. Outcomes assessment is a component of the Planning for Institutional Effectiveness (PIE) annual report—at the unit, division, and team levels.

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

- The College received a federal Title III: Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant in fall 2011. The five-year, \$2.25 million grant funded the Arise Program, which enhances academic and

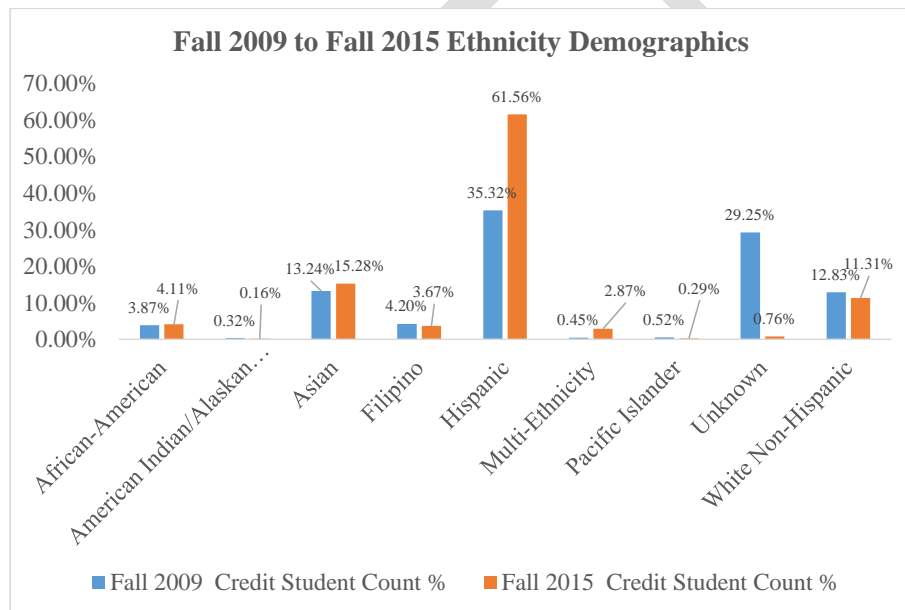
personal development through a network of linked services. These services include academic and personal counseling, educational advisement, study hall, tutoring, learning communities, English language skill workshops, cultural field trips, and Asian American and Pacific Islander conferences.

- As a result of Assembly Bill 86 and then the Adult Education Block Grant, Mt. SAC's School of Continuing Education participated in regional adult education planning with local K-12 school districts. The Mt. San Antonio Regional Consortium for Adult Education was established with eight partners from K-12 adult schools and one regional occupation program. A Regional Plan was created to align services among adult education regional partners and promote post-secondary and employment pathways. In the last three years, Mt. SAC has been allocated \$798,000 in AEBG funds for implementation of the Plan's objectives.
- In 2013, Mt. SAC was awarded its third consecutive five-year Federal Title V: Developing HIS grant to support student success and strengthen the institution. The \$3.2 million grant, "Building Pathways of Persistence and Completion," is designed to develop curriculum models and support structures that accelerate students' certificate completion, graduation, job placement, and transfer success.
- Mt. SAC has been accepted into the AACC Pathways Project, funded by the Bill & Melinda Gates Foundation. The purpose of the project is to transform the community college experience from one in which students pick from a broad array of courses that may or may not lead to a productive outcome to a college experience in which students are guided to become college ready while refining their interest and ability through a structured program of study that leads directly to work or transfer to a university. A current example is the Nursing Program with its defined prerequisites, application for entry, and exacting four-semester curriculum. Mt. SAC is one of 30 community colleges from around the nation selected to participate in the project.
- In Spring 2015, Mt. SAC was one of 43 colleges in the system to be awarded the Basic Skills Transformation Grant. The grant is for improving outcomes of basic skills students by implementing high impact practices aimed at accelerating student completion. The two objectives for Mt. SAC's grant are focused on guided pathways and English acceleration.
- ~~As a result of Assembly Bill 86 and then the Adult Education Block Grant (AEBG), Mt. SAC's School of Continuing Education participated in regional adult education planning with local K-12 school districts. The Mt. San Antonio Regional Consortium for Adult Education was established with eight partners from K-12 adult schools and one regional occupation program. A Regional Plan was created to align services among adult education partners and promote post-secondary and employment pathways. In the last three years, Mt. SAC has been allocated \$798,000 in AEBG funds for implementation of the Plan's objectives.~~

7.3 Race/Ethnicity of the District and Service Area Population

The Hispanic/Latino and Asian groups are the largest ethnic groups in both the Mt. SAC district area and service area (56.5% and 18.9% respectively at Mt. SAC – see evidence link below). Between 2009 and 2015 the reported proportion of Hispanic/Latino students increased by 20.9%. While this shift appears significant, it is notable that 29.52% of students did not report their race/ethnicity (unknown). Most of this shift may have been due to the Federal Government changing how it asked students their race and ethnicity. This means that there was a time when the number of unknown ethnic groups at Mt. SAC was higher than usual because it took a while for students to self-identify via the survey in their portal.

Mt. SAC responded to this tremendous shift by developing student support and success programs through the Student Equity Plan, Student Success and Support Plan, and Title V: Developing HSI grant. (See: [INT3](#))

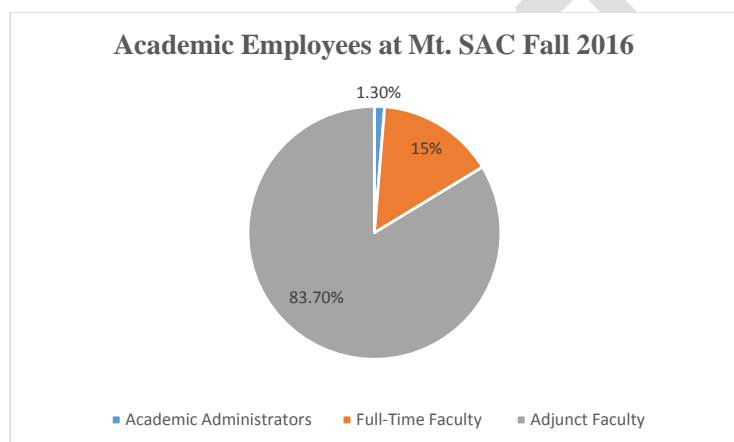


*Note: Chart does not start at zero to allow for better visualization of data.

Data Source: CCCO Data Mart

Data Source: Argos Report PER0066

The ethnic distribution of academic employees has changed over the last five years, with the largest decrease (9.3%) in the “Caucasian/White” ethnic group and an increase in the “Hispanic/Latino” group (3.4%). While the Asian/Pacific Island employee population has increased and decreased over these five years. In contrast, while the total number of classified employees has grown, the ethnic distribution has remained constant. For both Academic and Classified employees, a change in privacy laws has had a significant impact on employee ethnicity data collection, with a large increase in the number of employees with “unknown” ethnicity (See: [INT8](#), [INT9](#)).



Data Source: PER0001A Argos Report

10 Student Enrollment and Demographic Data

10.1 Credit/Noncredit Headcount by Fall Semester

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

The data provide a snapshot of the number of students accessing Mt. SAC programs in a semester. However, it is important to remember that fewer students are attending classes on campus on any single day, as their classes are scheduled Monday to Friday and sometimes Saturday. Also, some students participate in distance learning classes, which significantly reduces the amount of time they spend on campus. Although there has been some on campus

September 27, 2016 (BOT Edits)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional Leaders Create and Encourage Innovation

At Mt. San Antonio College (Mt. SAC), innovation that has been encouraged, created and supported has, as its foundation, the College President who continues to develop new ways to meet the diverse needs of our students, faculty, and staff. He examines multiple sources for ideas, attends conferences to make connections with national leaders (AACC), and brings opportunity to the College whenever possible (See: [IV.A.1-1](#)). Further, the President monitors state and national legislative changes, grant opportunities, and local partnership development, always watching for innovative means to enhance the rich environment at Mt. SAC. As a direct result of the President's sustained efforts, Mt. SAC was selected to be one of 30 colleges participating in the American Association of Community Colleges (AACC) Pathways Project, a national grant sponsored by the Bill and Melinda Gates Foundation to encourage effective scheduling practices.

Conversations at Cabinet, President's Advisory Council (PAC) and College Master Planning Coordinating Team (CMPCT) all reflect a desire to discover and evaluate multiple opportunities for implementation of new ideas. For the President, innovation is fostered both on and off campus. For example, he provides monthly office hours where employees are encouraged to drop in for open one-on-one conversations (See: [IV.A.1-](#)

Mt. SAC meets very challenge and opportunity with wide involvement to seek creative and innovative solutions. During the Great Recession, the College collectively sought ways to reduce expenditures and increase efficiency while adhering to core values, **some of which have been permanently incorporated**. Examples include:

- Shifting funding of parking officers to parking fees while postponing use of fees to repair parking lots.
- Not replacing custodian vacancies but adopting the OS1 Custodial Program staffing standards and creating a pool of custodial substitutes.
- Postponing district contribution to Retiree Health Benefit Trust.
- Based on survey results, reducing the number of copiers, printers and faxes while establishing a standard that reduced maintenance costs.
- Temporarily reducing budget for professional development.
- Investing in and developing DegreeWorks educational plan and degree audit software.
- Supporting categorical funds with general money so that state cuts would not reduce student support programs.
- Mt. SAC's approach to the Student Success Initiative, the Student Equity Initiative, The Basic Skills Initiative, the Completion Initiative, and the Workforce Initiative.

The Academic Senate is another organization that presents annual awards for excellence and innovation. Recipients of the 10+1 Awards include the LGBTQ Task Force for its leadership in establishing the LGBTQ Center, funded through Student Equity. One of the College librarians was recognized for championing the Equity proposal that enhanced and re-purposed the Teaching and Learning Center into an Academy focused on professional development with an equity theme. A faculty member from the Chemistry Department worked with students on the first campus carbon footprint evaluation. Awards for innovation include a faculty member whose advocacy for sustainability resulted in the President signing the Association of University President's Climate Compact. Another faculty member was honored for his development of unique Physics curriculum, and a mathematics faculty member received accolades for her extended office hours and dedicated support of student clubs.

The Classified Senate also has a tradition of publicly recognizing its members for leading the College towards excellence. Members are nominated by managers, faculty, and classified colleagues in ten different categories including: campus improvement, college excellence, creativity and innovation, and college leadership. Awards are presented at an annual recognition ceremony attended and celebrated by all (See: [IV.A.1-11](#)).

Within the divisions and departments, there is a strong sense of leadership and innovation. The Dean in the Technology and Health Science Division encouraged the Radiologic Technology program to create both a Mammography program and Computerized Tomography program (See: [IV.A.1-12](#)). Within fourteen months, the curriculum was written and approved. Additionally, Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) program faculty leadership received CEO and CIO support to institute a

Provisions for Student Participation and Consideration of Student Views

BP/AP 3255 also firmly establish policy and authorize student participation in decision-making processes. Students share responsibility and opportunity for developing and recommending policy through committee representation and collaboration with administrators, faculty, and staff. The College relies on the voice of student members on committees to convey their interests and expertise. Student representatives have successfully led the College to implement smoking areas on campus, **establish a Veteran's Center**, install water-bottle refilling stations, increase access points for Wi-Fi, and establish extended library hours, initially during finals weeks and now on-going on Sundays(See: [IV.A.2-8](#)). Students were central in the establishment of the STEM (Science, Technology, Engineering and Mathematics) and TERC (Technical Education Resource Center) Centers, providing input on the type of services they needed in each center and what kind of furniture would best meet their needs. A blend of tutoring, project-based learning, academic advisement, and faculty consultation are available at each center in response to student input (See: [IV.A.2-9](#), [IV.A.2-10](#), [IV.A.2-11](#), [IV.A.2-12](#)).

Specification of the Manner in Which Ideas are Brought Forward and Worked on Together

President's Advisory Council (PAC) is the primary planning body for the College and strives to provide long-term stability and success for the institution. PAC provides a forum to review and recommend college direction and focus consistent with the College mission and goals. Governance committees make regular reports, share data analysis and outcomes, and receive direction from PAC. The Accreditation Steering Committee reports on-going efforts to complete the Institutional Self-Evaluation Report, and the Professional Development Committee keeps PAC apprised of issues and events within classified, faculty, and management professional development committees. PAC members bring input forward from their constituency groups. When the College Mission was revised, members asked their peers to review the language and brought feedback for consideration (See: [IV.A.2-10](#)). When BP/APs are reviewed and revised, faculty gather input from either Academic Senate or Faculty Association leadership, and both the Classified Union and Classified Senate do the same. As the College developed the Strategic Plan, PAC assumed leadership in review and approval, again assuring that all voices had been considered.

Twice annually, Extended PAC meets to review issues that impact the entire college; membership expands to include committee chairs and constituent leaders, and the meeting is open to all. At the spring 2016 meeting, members of the Institutional Effectiveness Committee (IEC) shared the revisions and improvements made to the PIE forms. PAC members made additional suggestions and supported IEC proposals. Progress on the Strategic Plan was reviewed, and IEC demonstrated how managers can now report data on **Key Performance Indicators (KPIs)** directly to TracDat using their PIE forms. This increases time on data analysis and discussion while reducing time spent on data input. The new ACUPCC (American College and University Presidents

IV. A. 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and Faculty have a Clear Role in Governance

Mt San Antonio College (Mt. SAC) is proud of its clear and strong participatory governance structure that facilitates effective decision-making. The roles of administrators and faculty in institutional governance are established in Board Policy and Administrative procedure, ensuring consistent membership and balanced participation. The Academic Senate is relied upon for leadership in academic and professional matters. It provided leadership and vision as faculty developed and submitted Associate Degrees for Transfer. Mt SAC developed more than the minimum number of required degrees, as faculty realize the value of ADTs for student transfer.

The Faculty Association (FA) and Classified School Employees Association (CSEA) represent their constituencies on issues of working conditions. During the most recent negotiations cycle, the FA and the District updated evaluation forms to improve the important process of evaluation and established a process for routine assessment of regular and effective contact in Distance Learning courses. CSEA took a leadership role in the recent Job Reclassification study, representing their membership throughout the process to ensure individuals were fairly considered as recommendations were developed.

Middle managers are instrumental in many important initiatives. Instructional managers analyze enrollment trends, work with department chairs to develop student friendly schedules, and use data in increasingly sophisticated ways to conduct enrollment management. Student Services managers serve identified target populations of students demonstrating cultural competence and program expertise, resulting in students feeling welcome and engaged in special programs embedded within the large college environment. (Arise, etc) IT leaders respond to college wide immediate needs while planning for future demand often unexpected by the less technically focused campus.

Providing the underpinning for the ability to significantly contribute with substantial voices to the workings of the College, professional development for all groups, classified, faculty and management, was reimagined and refunded with leadership and money available to plan and implement strong professional development programs for all groups.

While middle managers are the implementers of plans and policies, senior managers provide strategic leadership. Examples include, the revision of the Strategic Plan with leadership from the President, SSSP and Student Equity plan development led by the Vice President of Student Services, **and supported by the Vice President of Instruction,**

IV. A. 7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership Roles are Regularly Evaluated, Communicated, and Used for Improvement

At Mt. San Antonio College (Mt. SAC), roles are evaluated through an annual review of committees, which consists of four phases. Committees submit goals for the year, which also incorporate assigned Strategic Objectives (SOs) from the Strategic Plan. The results of the committee's work are communicated when a Completed Outcomes Report that summarizes progress on the previous year's goals and Strategic Objectives is submitted to the President for inclusion in Planning for Institutional Effectiveness (PIE) (See: [IV.A.7-1 pg. 2](#), [IV.A.7-2 pg. 14](#)). Managers from Vice President units also report improvement and progress on Strategic Objectives in their PIEs. All progress is compiled and reported in the Institutional PIE, facilitated by IEC and reported out at Extended PAC (See: [IV.A.7-3](#)).

Committees also submit revised Purpose and Function Statements each year including current membership. All reports are reviewed and approved by President's Advisory Council (PAC) and reported by the College President in his PIE (See: President's PIE <http://www.mtsac.edu/governance/committees/iec/includes/vppies/1415presidentspie.pdf>). The Goals and Purpose and Function documents keep the work of the College committees aligned with the College goals and objectives in the Strategic Plan. The Outcomes document (which one?) feeds into the PIE process, (how?) and is reviewed by the The Institutional PIE Summary is compiled by the Institutional Effectiveness Committee and included in its regular reports to PAC and Extended PAC meetings. (See: [IV.A.7-4 pg. 2](#)). Finally, the President's Office monitors the web pages for the committees to assure that information is complete and timely. Memorandums are sent to committees from the President's Office to keep this process moving throughout the year (See: [IV.A.7-5](#)).

Decision-Making Policies, Procedures, and Processes are Regularly Evaluated, Communicated, and Used for Improvement

Governance and decision-making policies, procedures, and processes are also evaluated for integrity and effectiveness similarly. There is an annual review of shared governance committees, including committee goals (See: [IV.A.7-6](#)). The results are communicated to PAC (See: PAC Minutes). ~~and the Board of Trustees. how do results go to the BOT?~~ The results are used for improvement as each committee makes recommendations for changes to its purpose and function statement.

September 27, 2016 (BOT Edits)

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President Provides Effective Leadership for Planning and Organizing

The Mt. San Antonio College (Mt. SAC) President guides the organization on implementation strategies for the Educational Master Plan and the Facilities Master Plan through the College's strategic objectives, outcome objectives, and key performance indicators that are a part of the College's Strategic Plan (See: [IV.B.1-1](#)). Mt. SAC's Educational Master Plan (See: [IV.B.1-2](#)) and Facilities Master Plan (See: [IV.B.1-3](#)) are created on a 10-year cycle and are available online. They are developed using extensive data analysis, inclusive of direct input from the College and community, coordinated by a shared governance Master Plan Committee, and reported back through the President's Advisory Council (PAC) and President's Cabinet to the Board of Trustees. Development of the 2018 Educational and Facilities Master Plan is currently underway at the College with presentations outlining the process and goals made to classified, faculty, and management groups. Under the direction of the College President, a Community Facility Advisory Committee was established to develop the Facilities Master Plan component of the 2018 Educational Master Plan. Each Board Member will identify two community members to participate, keeping in mind the diversity and geography of the District. The work will be facilitated by contracted experts who will lead the College through the process of data gathering and analysis.

The Budget Committee, co-chaired by an Academic Senate appointed faculty member and the Vice President of Administrative Services, discusses and make recommendations on financial matters concerning the College (See: [IV.B.1-4](#), [IV.B.1-5 pg. 35-36](#)). The Budget Committee and the Institutional Effectiveness Committee are the primary governance bodies for developing, recommending, and evaluating policies and procedures relating to the integration of budget and planning process, and the Budget Committee is responsible for all aspects of college finances (See: [IV.B.1-6](#)). These committees report regularly to PAC. The Vice President of Administrative Services presents budget recommendations to the President at President's Cabinet (See: [IV.B.1-7 pg. 2](#), [IV.B.1-8 pg. 2](#)) where the decision-making is done on matters including Measure RR funded projects, on-going construction, salaries, and personnel.

The Campus Master Plan Coordinating Team (CMPCT) is comprised of the College's Vice Presidents of Administrative Services, Student Services, and Instruction and the

President, who meet with the Facilities Planning & Management Director to provide recommendations for facilities. The College President holds biannual Expanded President's Advisory Council meetings to discuss the integration of the Educational Master Plan and the Facilities Master Plan with a larger group of stakeholders from the constituency groups on campus (See: [IV.B.1-9 pg. 2](#), [IV.B.1-10](#), [IV.B.1-11](#)). The Strategic Plan for the College is integrated within Planning for Institutional Effectiveness (PIE).

The College President Provides Effective Leadership for Selecting Personnel

The College President is primary responsibility for selecting and developing personnel at the College (See: [IV.B.1-12](#)). When a directive to complete a classification study of all classified positions was given, the District contracted with Koff & Associates to conduct the study, which included a review and standardization of job descriptions. Realizing the classification study may have missed elements of an individual's duties, therefore recommending an inaccurate job title, the District created a way to make adjustments or revisions. An update can be triggered in one of three ways: by an administrative initiated change, by a staff initiated change, or to resolve an existing condition such as a Memorandum of Understanding (MOU) with the appropriate classified union separate from the contract. This is advantageous because it involves open dialogue and can be initiated in a flexible manner.

Vice presidents bring prioritized staff position recommendations to the President in Cabinet where they are discussed (See: [IV.B.1-13](#) pg. 1). The President, working with Cabinet, makes the final selection of positions to fill through a combination of shared governance procedures and immediate need priorities. Changes in classified personnel may involve a budget impact and are initiated through the request to fill process, which includes a rationale with sign-off by the immediate manager and a review by the appropriate Vice President and President's Cabinet (See: [IV.B.1-14 pg. 2](#), [IV.B.1-15](#)). New resource allocations for personnel are placed into the tentative budget in summer as placeholders and are considered in September or October.

Faculty positions are prioritized and mutually agreed upon through the Academic Mutual Agreement Council (AMAC), comprised of the Vice Presidents of Instruction and Student Services and the Academic Senate President and Vice President. All faculty positions must be initially documented in the Planning for Institutional Effectiveness (PIE) planning process, unless a position is state mandated or an emergent need arises. The President determines how many positions will be hired (See: [IV.B.1-16](#)) while AMAC prioritizes the order of requests submitted. **The College President maintains a positive and productive relationship with faculty in this process. President has been very responsive to faculty needs and concerns.**

For management positions, the President appoints managers to hiring committees and chairs the final interviews for the hiring of Vice Presidents and Deans (See: [IV.B.1-17](#)). It is the hiring committee's task to recommend two or more applicants for interview by the College President/CEO and his/her designee(s). A recommendation of fewer than two candidates must be accompanied by a written explanation from the hiring manager. The

committee's recommendations and all interview materials must be returned to the Office of Human Resources. The College President/CEO makes the final recommendation to the Board of Trustees. In the event that the College President/CEO decides to not recommend any of the final candidates to the Board of Trustees, he/she shall so inform the committee. In such case, the committee will reconvene to determine if it will recommend two or more additional candidates from the interview list, recommend additional applicants for interview, or recommend recruitment for additional applicants.

The College President Provides Effective Leadership for Developing Personnel

In the 2014-2015 fiscal year, the College President, in collaboration with the Professional Development Committee, recognized the need to expand Mt. SAC's professional development and therefore directed discretionary funding from the President's Office to expand Professional and Organizational Development (POD) and to be used for all employees for conference and travel (See: [IV.B.1-18](#)). In fiscal year 2015-2016, the funding became permanent and ongoing with training requests represented in area PIEs, and if appropriate, identified for funding through Professional Development Council (PDC)/Faculty PDC (FPDC)/Classified PDC (CPDC)/Management PDC. **The President is committed to professional development and has demonstrated this through funding professional development** for all College constituencies on an ongoing basis. He encourages the Professional Development Committee to provide strategic planning for the College's ongoing professional development, provided an ongoing budget, and approved funding through POD for computer-based training (Lynda.com) to be available to all employees (See: [IV.B.1-19 pg. 4](#), [IV.B.1-20 pg. 5](#)). A POD plan, inclusive of all professional development committees and the counsel, was completed and approved by PAC in Spring, 2016. Funding for professional development retreats is available for all constituencies on campus. Faculty members are allocated \$200 individually each year for professional development as stated in their contract, and managers are allocated \$2,000 for their own use or to support professional development needs of their employees. New funding for an annual Great Staff Retreat and an annual Great Manager Retreat totaled \$30,000 for each event.

The College President Provides Effective Leadership for Assessing the Effectiveness of the College

The College President is primarily responsible for assessing the effectiveness of Mt. SAC. Academic & Student Services Master Planning Summits bring together classroom faculty, counselors, and managers to assess educational practices and activities, inform them of the scope of campus planning, and engage leadership in new innovative initiatives. The institutional level PIE report is an analysis and summary of program review information reported at the unit, manager, vice president and president (See: [IV.B.1-21](#)) levels across the College and demonstrates the planning, assessment, and resource allocation needs for all areas. The Institutional Effectiveness Committee (IEC) reviews and summarizes the Vice Presidents' PIEs for representation in the institutional report. IEC presents the Institutional PIE Summary to the President's Advisory Council where it is finalized (See: [IV.B.1-22 pg. 2](#)).

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

The President Works and Communicates Effectively

The President of Mt. San Antonio College (Mt. SAC) reports out in the form of presentations provided by members of the campus community to the Board of Trustees. He holds open office hours that are announced via email the first week of each month (See : [IV.B.6-1](#)) at which time members of the community can speak with the President about college issues in his office without making an appointment. The College President participates in Pizza with the President hosted by the Associated Students to ensure there is ongoing communication and collaboration with students on all student issues.

The President often extends outreach to community leaders such as Mayors and School District Superintendents, and communicates effectively with them. The College President attends several statewide meetings and external campus community meetings including the San Gabriel Valley Economic Partnership (See: [IV.B.6-2](#)), a non-profit corporation committed to the successful economic development of the San Gabriel Valley. The Partnership unifies the voice of San Gabriel Valley on business and community issues, supports the retention of businesses, attracts businesses and industries to the region, and facilitates cooperation among leaders to work toward solutions for the region's benefit. The President maintains regular speaking engagements at regional events such as delivering workforce reports at the Los Angeles Chamber of Commerce and the West Covina Kiwanis Club (See: [IV.B.6-3](#)). The President attends meetings of the Presidents' Club of Pomona and communicates effectively with Presidents of various institutions in the city of Pomona, such as: Cal Poly Pomona, the Pomona Chamber of Commerce, Pomona Valley Hospital Medical Center, and others.

As the chief fundraising officer for Mt. SAC, the President meets regularly with donors and potential donors. He meets often with legislators to discuss matters of interest to the College, hosts regional high school superintendents and principals for an annual dinner (See: [IV.B.6-4](#)) meets often with regional community colleges including the Chancellor of the Los Angeles College District, serves as co-chair of the Los Angeles and Orange County Regional Consortia (LAOCRC), hosts a monthly meeting that includes the Associated Student President and the Student Trustee, attends the Student Leadership Retreat, and is involved in the annual service project of Phi Beta Kappa.

The College President provides a regular report to the Foundation Board of Directors and reports quarterly to the Citizens' Oversight Committee. This committee meets quarterly regarding Measure RR pursuant to Proposition 39, and is principally charged with ensuring the proper expenditure of bond funding for campus construction, reconstruction, rehabilitation or replacement of campus facilities, and informing the public concerning the expenditure of bond proceeds. Members are appointed by the Mt. SAC Board of Trustees and represent various sectors of the community, including businesses, seniors, taxpayers, students, and an advisory body. The President authored a chapter for the Council for Advancement and Support of Education (CASE), demonstrating how to

C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Board of Trustees has Authority and Responsibility Over Policies of Assurance

The Mt. SAC Board of Trustees (Board) is empowered by California Education Code as the policy-making body of the College (See: [IV.C.1-1](#)). The College's Board Policies (BPs) effectively assure academic quality, integrity, and effectiveness of student learning programs and services. BP 4020 enshrines a commitment to academic programs that are "high quality, relevant to student and community needs, and evaluated regularly to ensure quality, currency, and transferability when appropriate." BP 4020 also requires "regular review and justification of programs and course descriptions" and requires all new courses and programs to be approved by the Board. BP 4260 establishes a rigorous curriculum and program review process and commits the College to ensuring qualified faculty teach courses according to the course outline of record. BP 5000 addresses student success, stating, "Mt. SAC holds as one of its highest priorities the success of its students; thus, the Board wishes to institutionalize its support of student success. BPs are aligned with the mission of the College and are evaluated regularly (See: [IV.C.1-2](#), [IV.C.1-3 pg. 6, 93](#)). BPs address a broad range of academic affairs and student services. For example, BP 4020 establishes policies to assure the quality and integrity of programs, courses, and curriculum, BP 4220 addresses standards of scholarship, and BP 5000 promotes student support and success (See: [IV.C.1-4](#)). By policy, the Board delegates power and authority to the College President/CEO to effectively lead the college (See: [IV.C.1-5](#)).

The Board Assures Financial Stability

Administrative Procedures (APs) exist in alignment with BPs; and are developed through participatory processes across campus to guide the implementation of BPs. Individual Board Members are only authorized to become involved in administrative actions or procedures by formal action of the Board (See: [IV.C.1-6](#)). BPs address a wide range of issues to assure financial integrity and stability of the College. The Institutional Code of Ethics clarifies the definition and importance of ethics and establishes expectations and employee responsibilities for ethical behavior (See: [IV.C.1-7](#)). BPs and APs address a comprehensive range of institutional, business, and fiscal affairs (See: [IV.C.1-4](#)).

The Board has established guidelines for Budget Preparation (BP 6200), Budget Management (BP 6250), and Fiscal Management (BP 6300) which ensure the financial stability of the institution. BP 6200 requires the CEO/President to present to the Board a budget and establishes criteria for the development of the budget. The BP also stipulates, "Adoption of the final budget by the Board of Trustees acknowledges the College's Mission, goals, plans, and priorities." BP 6250 mandates Board approval for changes in expenditure classifications and transfers from the reserves. It also establishes a requirement of an Unrestricted General Fund Balance (Reserves) that will be at least 10% of total expenditures **to be drawn down only in the case of an institutional emergency and with Board approval**. Finally, BP 6300 requires that the Board receive "a quarterly report showing the financial and budgetary conditions of the College."

The Board Evaluates the Effectiveness of Policies

The Board approves all modifications to Board Policies and receives as information all new and revised Administrative Procedures (APs). The Board also receives regular updates on the implementation and effectiveness of student learning programs and services. Presentations are made **monthly** to the Board concerning college programs and services to include the Student Success and Support Program Plan, the Student Equity Plan, and academic initiatives such as Pathways to Transfer and the AACC Pathways Initiative

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. This authority and responsibility is outlined in Board Policy (BPs), which are regularly reviewed and updated. The Board also monitors areas in its authority through the receipt of regular reports which ensures the quality of the College's programs. This authority and responsibility is outlined in Board Policies (BPs). Based on the narrative above, the college meets ACCJC's Eligibility Requirement 7.

Accomplishments and Outcomes

- Once a decision has been made, Board Members act in support of the decision.

IV.C.2-1	BP2010 Board Membership
IV.C.2-2	Board of Trustee Minutes 9-9-2015 pg. 11
IV.C.2-3	Board of Trustee Minutes 9-16-2015 pg. 4
IV.C.2-4	Board of Trustees Minute Packet/Self Evaluation 02-22-2014

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board has a Clear Policy for Selecting the President

The Board of Trustees (Board) follows policies and procedures for selecting the Mt. San Antonio College (Mt. SAC) President. The Board establishes a search process to fill the vacancy of the College President/CEO. This process must be fair, open, and compliant with relevant regulations (See: [IV.C.3-1](#)). Upon the vacancy of the prior President/CEO, the Board selected a search firm and held a special study session to review and confirm the process to be followed to fill the vacancy (See: [IV.C.3-2](#)). The search firm was chosen from four proposals (See: [IV.C.3-3](#)), and the selected firm, PPL Inc., participated in the Board Study Session on August 25, 2010. During the Study Session, the Board agreed on the selection process to be used. This process was published in the minutes and included such elements as a timeline, composition of the search committee, the Board's involvement with the committee, a college-wide survey to provide an opportunity for staff input into the qualities the new president should possess, specific duties of the search committee and consultant, and the anticipated start date of a new president (See: [IV.C.3-2](#)). **The Search Committee that screened all applications for the President position consisted of College administrators, classified staff, faculty, students, and alumni who brought finalists to the Board for its final consideration and selection.** Following the successful hiring of the current President/CEO, the Board approved an Administrative Procedure establishing principles to be used in future presidential search processes (See: [IV.C.3-1](#)).

The Board has a Clear Policy for Evaluating the President

The Board follows Policies and Procedures for evaluating the Mt. SAC President. The process for evaluation of the President is described in AP 2435 – Evaluation of the College President/CEO. This process includes timeline, distribution of forms, basis for

The Board Reflects the Public Interest

Mt. San Antonio College's (Mt. SAC's) Board Policies (BPs) help ensure Board members represent the interests of the public at a policy level. BP 2010 describes board member eligibility, election, and restrictions to ensure that members have no conflict of interest. It establishes that the Board draws its authority from the California Constitution, Education Code, and the Board of Governors of the California Community Colleges as represented in title. It defines the purpose of the Board at the policy level and sets limits on the activities of individual board members (See: [IV.C.4-1](#)). All Board members complete an annual document disclosing their financial assets and personal loans to guard against conflicts of interest. BP 2715 establishes a code of ethics and standards of practice that every trustee will follow. This list of 14 points, with additional sub-points, is "a commitment to a set of values guiding the performance of the Board of Trustees" (See: [IV.C.4-2](#)). The first value noted in the Code of Ethics/Standards of Practice for trustees is, "In all decisions, hold the educational welfare of the students of the district as his/her primary concern." This standard sets the tone for the remaining standards, which focus on educational quality and the policy-level role of the Board.

The Board Advocates for and Defends the College

The Board's role as an advocate, defender, and protector of the College from undue influence or political pressure is spelled out in the Code of Ethics/Standards of Practice, BP 2715. In 2011, in response to the concerns that specific populations of the District would be better served through trustee elections by area, the Board proactively enlisted an expert consulting firm to study and formulate an independent proposal for the best representation of all areas of the District. Following presentations and debate, the Board approved redistricting in March 2012 and selected the plan which, in the opinion of the consulting firm, best represented the intent of the California Voter Rights Act in representing ethnic minorities (See: [IV.C.4-3 pg. 3](#), [IV.C.4-4 pg. 15-19](#), [IV.C.4-5](#)). The Board's ethnic composition mirrors that of the District.

Analysis and Evaluation

The governing board of Mt. San Antonio College is an independent, policy-making body that reflects the public interest in the College's educational quality. It effectively advocates for and defends the College and protects it from undue influence or political pressure. The recent redistricting decision allowed the Board to meet the intent of the California Voter Rights Act. Based on the narrative above, the College meets ACCJC's Eligibility Requirement 7.

Add eligibility icon here

Accomplishments and Outcomes

- Mt. San Antonio College's Board Policies help ensure board members are able to represent the interests of the public at a policy level.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board Engages in Training and Orientation

The Board of Trustees (Board) hears monthly presentations from different areas of the College, and one page summaries of these presentations are published in each Board Meeting Agenda. Training is also part of the Board's Self-Evaluation. In its annual self-evaluation and priority-setting session of February 2014, the Board discussed ways to help integrate the two newly elected members into a well-functioning Board (See: [IV.C.9-1 pg. 11](#)). Various Board members who have held office and leadership positions in state/national organizations share their experiences and knowledge with one another.

The Community College League of California provides an annual Trustees Conference focused on board member training and development. Each of the new Board Members attended this workshop during their first term in office (See: [IV.C.9-2 pg. 5](#)). Community College League of California also provides a comprehensive "Excellence in Trusteeship Program," including a handbook as well as numerous workshops and other resources (See: [IV.C.9-3](#), [IV.C.9-4](#)). The Board members have opportunities to attend national conferences sponsored by the Association of Community College Trustees (ACCT) where many workshops are held for additional training and development. At these conferences prominent speakers enlighten and educate Trustees on a variety of national issues pertaining to community colleges.

The Board development program addresses the need to learn about Accreditation Standards and expectations. Development opportunities are provided both through specific Community College League workshops and materials as well as locally provided presentations to the Board. For example, informational reports on the status of the College's Accreditation Self-Evaluation Report are provided by the Vice President of Instruction/Accreditation Liaison Officer (See: [IV.C.9-5 pg. 23-24](#)). The Board of Trustees, during semi-annual day-long study sessions has engaged in additional review of accreditation standards for the College as a whole as well as discussion of standards specific to the Board (See: [IV.C.9-6 pg. 3](#), [IV.C.9-7 pg. 49-64](#)).

Board's Terms of Office are Staggered

The Board consists of seven members who are elected by trustee areas for terms of four years. Terms of members expire for four members one year and the three other members on the succeeding odd-numbered year. This helps support continuity and shared memory among Board Members (See: [IV.C.9-8](#)).

Analysis and Evaluation