WEAVING OUR STORY

MT. SAC

Accreditation 2024

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Mt. San Antonio College
1100 N. Grand Ave, Walnut, CA 91789

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2023

Certification

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges

From: Martha O. Garcia, Ed. D., *President & Chief Executive Officer*
Mt. San Antonio College, 1100 N. Grand Avenue, Walnut, CA 91789

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. I certify there was effective participation by the campus community, and the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Martha O. Garcia *Date*	***Gary Chow*** *Date*
President and Chief Executive Officer	*President, Board of Trustees*

Certification

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges

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

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Signatures:

Dr. William T. Scroggins *Date* *President and Chief Executive Officer*	***Gary Chow*** *Date* *President, Board of Trustees*
Kelly Fowler *Date* *Vice President of Instruction and Accreditation Liaison Officer*	***An Ha*** *Date* *President, Associated Students*
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Table of Contents

A. Introduction 1

B. Presentation of Student Achievement Data and Institution-Set Standards 21

C. Organization of the Self-Evaluation Process 25

D. Organizational Information 35

E. Certification of Continued Compliance with Eligibility Requirements 42

F. Certification of Continued Institutional Compliance with Commission Policies 46

G. Institutional Analysis 52

Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity 52

A. Mission 52

B. Assuring Academic Quality and Institutional Effectiveness 60

C. Institutional Integrity 82

Standard II. Student Learning Programs and Support Services 95

A. Instructional Programs 95

B. Library and Learning Support Services 121

C. Student Support Services 130

Standard III. Resources 147

A. Human Resources 147

B. Physical Resources 165

C. Technology Resources 174

D. Financial Resources 184

Standard IV. Leadership and Governance 205

A. Decision-Making Roles and Processes 205

B. Chief Executive Officer 219

C. Governing Board 229

Plans Arising from the Self-Evaluation Process 242

H. Quality Focus Essay 243

Appendix 1: List of Acronyms Used in This Document 251

Appendix 2: Graph Data 256

A. Introduction

College History

Mt. San Antonio College (Mt. SAC) is located on lands of the Gabrieliño Band-Kizh Nation and Chumash who are the traditional caretakers of Tovaangar (the Los Angeles Basin, South Channel Islands), where Mt. SAC is geographically situated (INT-A.1 Native Land Walnut California). The College recognizes that this country is built with the labor of enslaved peoples, kidnapped, and brought to the United States from the African continent, and acknowledges the continued contribution of their survivors. Mt. SAC also acknowledges all indigenous and immigrant labor, including voluntary, involuntary, trafficked, forced, and undocumented peoples who contributed to building the nation and continue to serve within the labor force. To these individuals and their descendants, the College community acknowledges the indelible mark on the land where the campus exists today. It is the collective responsibility of Mt. SAC to critically interrogate these histories, to repair harm, and to honor, protect, and sustain this land. These acknowledgements are reflected in the Core Values of the College:

Integrity: *We treat each other honestly, ethically, and respectfully in an atmosphere of trust.*
Equity and Diversity: *We value diversity in all aspects of the human condition. We pursue equity by empowering each person to achieve their success.*
Community Building: *We collaborate in responsible partnerships through open communication, caring, and a cooperative spirit.*
Student Focus: *We address the basic human and academic development needs of students and the community both in our planning and in our actions.*
Social Justice: *We serve the whole person by choosing restorative justice over discipline, offering wellness and behavioral support instead of exclusion, and actively creating an atmosphere of safety and support.*
Anti-racism: *We are actively and unapologetically anti-racist in all aspects of our work.*
Lifelong Learning: *We promote the continuing pursuit of learning through equal access to high-quality teaching and support services.*
Positive Spirit: *We work harmoniously, show empathy, and take pride in our work.*
Effective Stewardship: *We maintain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funds.*
Sustainability: *We value environmentally conscious practices and prioritize the planning and implementation of activities that improve the environment.*

In 1842, the College site became the eastern edge of the original 48,000-acre Rancho La Puente granted by the Mexican government. For over a century, the area was filled with groves of citrus and walnut trees, packing houses, and small farms. During WWII, what is today's Mt. SAC campus, served the nation as a military hospital. Walnut, not yet an incorporated city, consisted of little except dirt roads, cacti, and grasslands. Over time, the orchards and small farms began to make way for post-war housing and expanding suburbs. In December 1945, voters from four local high school districts approved the formation of the Eastern Los Angeles County Community College, later renamed after Mt. San Antonio, the snow-capped mountain (popularly known as

Mt. Baldy) which is prominently visible in the distance above campus. Mt. SAC's first staff began its tenure on July 1, 1946 and was given a daunting task: create a college and start offering classes by fall. Through dedication and perseverance, the entire campus community achieved the seemingly impossible by opening for students on September 16, 1946 (INT-A.2 College History Website).

Students competing in the Mt. SAC Relays in the late 1940's

Image Credit: Mt. SAC Marketing

The College considers this initial foundation of community-shared effort as the birth of the "Spirit of Mt. SAC." The Spirit thrives to this day. The campus makes no compromises in quality. While maintaining low fees of just $46 a unit, Mt. SAC continues to provide advanced academic training and state-of-the-art laboratories. The College boasts high-tech equipment and labs but is also recognized for its unmatched water conservation and environmental sustainability efforts. Mt. SAC prioritizes diversity and equity at all levels of the College, from the mission, to curriculum, to support centers, to extensive training offered in Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISA+). Students are taught skills for global citizenship and enjoy support from a new generation of dedicated faculty, classified professionals, and administrators.

Key Developments Since the Last Accreditation Visit

The last several years at Mt. SAC have been marked by transformational changes. The College joined the national movement to develop Guided Pathways for students. A cross-campus initiative team developed and implemented programs to streamline students' journeys through college and realigned efforts to support their success (I.B.6.5 Guided Pathways F21 Update). The latest bond, Measure GO, approved by voters in November 2018, led to new facilities, including the Student Center, Equity Center, Athletics Complex, and two parking structures. As part of the commitment to developing student-centered buildings, the College is completing a Student Center and Transit Center and is planning for a Campus Store and a Technology and Health

building (III.B.2.11 Construction Website). To complement campus expansion, the College has implemented a new interactive "wayfinding" campus map available online and as an app, which is plottable by criteria such as wheelchair accessibility, gender neutral and accessible bathrooms, and lactation centers (INT-A.3 Wayfinding Campus Map).

Mt. SAC fosters a campus-wide culture of sustainability, which includes three broad areas Environment, Social, and Economic (People, Planet, and Prosperity), woven into College practices and policies. Mt. SAC is a signatory on the American College and University Presidents' Climate Commitment (ACUPCC) and Second Nature's Climate Commitment program. The College is also a member of the United Nations' Race to Zero campaign, with the goal of being a zero-waste campus by 2050. Mt. SAC is a leader in sustainability design, centering on student well-being and environmental stewardship, with four Leadership in Energy and Environmental Design (LEED) certified and Silver buildings and four additional building certifications in progress. Other sustainability efforts include a climate action plan, a wildlife sanctuary, a sustainability garden with tours, habitat restoration, a student club, a Leaf Course training certificate for faculty to infuse sustainability curriculum into their courses, sustainability internships and volunteer opportunities, a student sustainability awards contest, and plans for an inter-disciplinary Sustainability Certificate for students (INT-A.4 Sustainability Website).

The COVID-19 pandemic stimulated significant changes. Responding swiftly to an evolving situation, Mt. SAC developed and implemented a multi-tiered response plan. In advance of the California Governor's stay-at-home order, classes were canceled from March 17 through March 28, to minimize contact and to allow time for faculty training for remote instruction, which eventually led to nearly 95 precent of classes transitioning online. Essential programs returned to campus as early as Summer 2020. The limited essential workers and programs on the physical campus received increased resources and followed strict COVID-19 safety guidelines. These were developed and implemented through the cross-campus Return to Campus Task Force, which was charged with staying abreast of the rapidly changing pandemic conditions and providing COVID-19 safety measures, processes, and services. Student services and administrative services were also transitioned mostly online (INT-A.5 Return to Campus Taskforce Report 11-18-20; II.C.1.8 Student Services Plan to Return to Campus; II.C.1.6 SCE Student Online Support).

The College's steady work to support diversity, equity, inclusion, social justice, and anti-racism gained momentum after the senseless killing of George Floyd in 2020 and the rise of anti-Asian violence coinciding with the pandemic. The Academic Senate issued two resolutions, Black Lives Matter and In Support of Asians and Asian Americans, and they convened a Racial Justice Taskforce (INT-A.6 Senate Resolutions Black Lives Matter and Asian Americans). In 2021, the Taskforce recommended steps such as improving recruitment, hiring, and retention of diverse faculty; increasing anti-racist teaching modalities and practices, and infusing these into teaching evaluations; increasing anti-racist trainings and campus events; expanding resources in mental health and basic needs; and serving as a community leader in anti-racism (INT-A.7 Racial Justice Taskforce Recommendations). Curriculum work includes a new Ethnic Studies Department, established in 2021, and a planned Ethnic Studies transfer degree. New and redesigned courses have been approved to provide students with multiple options to meet the new state-wide

ethnic studies general education requirement. These curricular efforts complement the new Social Justice AAT established in 2019 (INT-A.8 Ethnic Studies Program; INT-A.9 Social Justice AAT Report). A new council, Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISA+) will review recommendations and coordinate College initiatives, research, and activities related to DEISA+ (I.B.1.16 DEISA+ Council).

Umoja Aspire Program Celebration

Image Credit: Jeffrey George

President Scroggins initiated the Societal Education for Equity Challenge (SEEC) as a campus-wide call-to-action to analyze current equity efforts and provide recommendations for future planning (I.B.5.10 SEEC Presidential Initiative). The Center for Black Culture and Student Success (CBCSS) was established in 2021 and supported by the SEEC. The mission of CBCSS is to create a holistic learning environment for all members of the African Diaspora at Mt. SAC and houses the Umoja Aspire Program and the A2MEND Program. CBCSS provides a computer lab, tutoring, professor office hours, book loans, academic counseling, and learning community courses. Since 2021, CBCSS has served 3,100 students and has documented significant gains in persistence and course success for Umoja Aspire students (INT-A.10 Umoja Aspire Course Success; INT-A.11 Umoja Aspire Persistence). Similarly, the El Centro program, which originated in 2018, was expanded in 2023 to include allocated stand-alone space, a full-time director, and dedicated funding through the Student Equity and Achievement Program (SEAP) (INT-A.12 SEAP Budget Rationale 2021). El Centro, the Center for Latinidad, served over 1,200 students in Fall 2022 with events, programs, community outreach, field trips, Learning Communities, counseling, tutoring, and other academic resources (II.C.1.17 El Centro Update to Cabinet; II.C.1.18 Report on Diversity and Equity Programs to Cabinet). Mt. SAC is also a Developing Hispanic-Serving Institution (DHSI) with the current Title V Project, Creating an Equity-minded Campus Culture to Improve Student Outcomes, running through 2024 (INT-A.13 Title V Grant Summary for Cabinet).

Rising Scholars (RS) launched in 2020, funded through a city of Los Angeles grant to serve students on Adult Felony Probation. RS saw 191 students enrolled in spring 2023. Program services range from educational planning, to support with navigating the county system for social services, to expungement services to help clear past criminal records (INT-A.14 Rising Scholars Webpage). The First Peoples Native Center (FPNC) is the newest center, established in 2022 through the efforts of native students, faculty, and administrators. The center was established to raise awareness of the contributions and continued presence of Native American and indigenous peoples of the region. The FPNC provides support services to increase retention and successful transfer rates for native and indigenous students, create traditional and culturally relevant programming, and guide students to career paths. Additionally, the FPNC partners with local tribal communities and Native American organizations to create common opportunities for success (I.B.6.2 Native American Initiatives Report - Student Equity Committee 2022).

The new centers complement existing programs and support centers such as ARISE which implements the Asian American Native American Pacific Islander Serving Institutions (AANAPISI) grant, the Pride Center for LGBTQ students, the DREAM Program for undocumented students, the REACH Guardian Scholars program for current and former foster youth, the Mountie Mentor Program, the Minority Male Initiative, TRIO Upward Bound which serves first-generation and/or low-income students, and the Mt. SAC Veterans Resource Center (II.C.1.18 Report on Diversity and Equity Programs to Cabinet). In 2019, Associated Students (AS) leadership and the Pride Center worked together in a successful effort to allow students to select their preferred name and gender identity on learning platforms and ID cards to make the campus a more inclusive and safe space for non-binary and trans students (INT-A.15 AS Resolution Preferred Identities). In 2022, AS and Student Services recognized the need to support student parents and initiated an annual Institute for Student Parents and created a dedicated study space (INT-A.16 Student Parent Support).

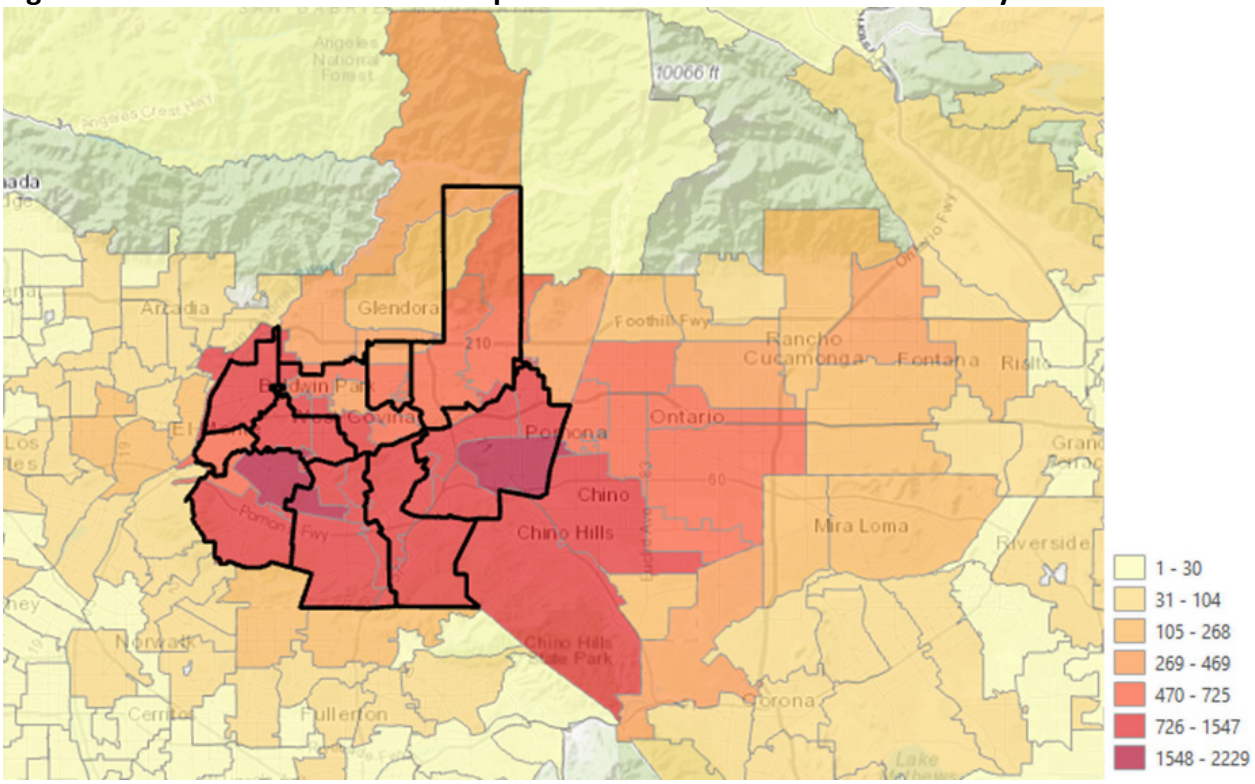
The pandemic and campus efforts in both DEISA+ and sustainability increased awareness of student needs for support, from emergency funding and food insecurity to technology needs and mental health challenges (II.C.1.10 Basic Needs Report to BOT 2020). The College launched a mobile food pantry, an expansive technology loan program, and expanded mental health programs (II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News). The ongoing and significant expansion to Mt. SAC Basic Needs Resources was recently highlighted in a John Burton Advocates for Youth's article on collaborative efforts by several colleges to develop and deliver timely resources and services to maximize support for students in need (INT-A.17 Promising Partnerships Report). By June 2021, most classified professionals and administrators returned to campus with expanded in-person classes launching fall 2021. The proportion of in-person classes and online classes has ranged from approximately 40-60 to 60-40, based on student demand. The College focused on re-engagement and retention strategies to help students return to the classroom, receive the support they need to thrive in a changed world, and reach their academic goals. These efforts aid students who struggled academically, and/or personally, dropped out of classes, or reduced their class load. People of color and those with limited financial resources continue to be most impacted by the lasting effects of the pandemic. Expanded outreach efforts include special events, high-touch phone banks, and

increased communication (II.C.1.8 Student Services Plan to Return to Campus; I.B.7.13 Student Services Who We Lost Data Analysis). Outreach and re-engagement efforts have resulted in a 4% increase in fill rate from fall 2021 to fall 2022 and a 6% increase from spring 2022 to spring 2023, and an overall 8% increase in FTES (Full Time Equivalent Students) enrollments from spring 2022 to spring 2023 (INT-A.18 Data Dashboards Fill Rates and FTES Enrollment Increase 2022-23).

Student Enrollment Data

Mt. SAC's 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. Figure 1 below shows that approximately 56% of Mt. SAC students, who were enrolled in credit courses during the 2021-22 academic year, live within those communities/cities. Additionally, approximately 44% of students also live outside of the College's district boundaries, particularly in Chino, Chino Hills, and Ontario.

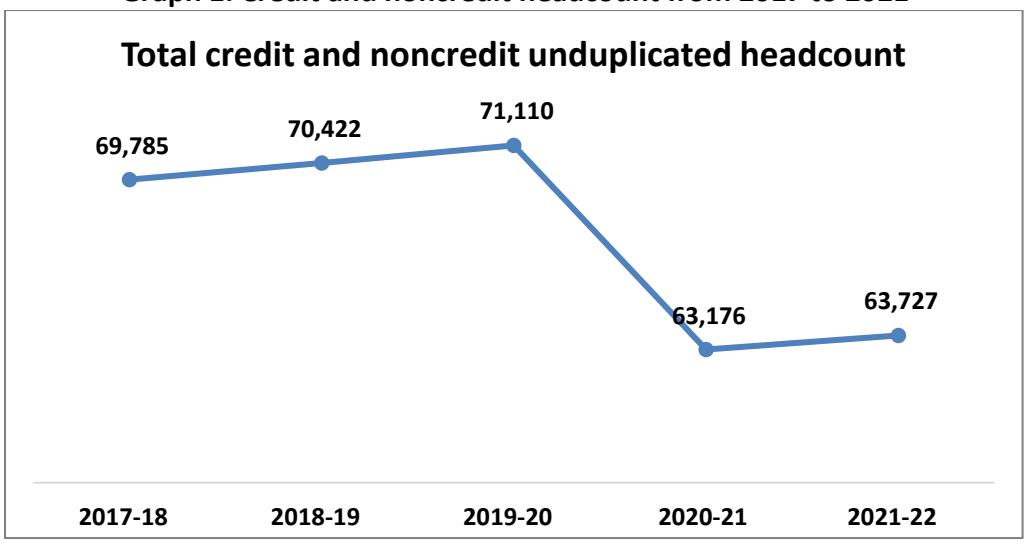
Figure 1. Mt. SAC District 2021-22 map of credit student enrollment count by ZIP Code



Data source: Student Information System

Annual credit and noncredit headcounts for the academic years 2017-18 to 2021-22 are provided in Graph 1. Total headcounts for each academic year are provided in parenthesis on the horizontal axis. The decline in credit headcount for 2020-21 and 2021-22, compared to 2019-20, is presumed to be due to the pandemic.

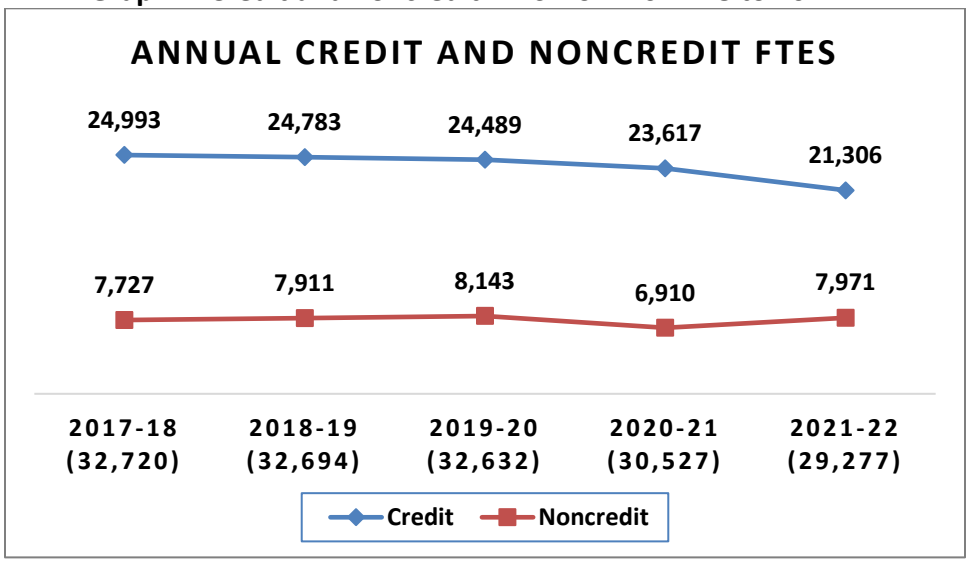
Graph 1. Credit and noncredit headcount from 2017 to 2021



Data source: CCCCO Datamart

Annual FTES counts for credit and noncredit for the academic years 2017-18 to 2021-22 are provided in Graph 2. Total FTES for each academic year are provided in parenthesis on the horizontal axis. Declines in total annual FTES started in 2020-21 (approximately 6.4% decline compared to 2019-20) and continued into 2021-22 (approximately 10% decline compared to 2019-20). Declines in credit FTES are due to the lingering effects of the pandemic.

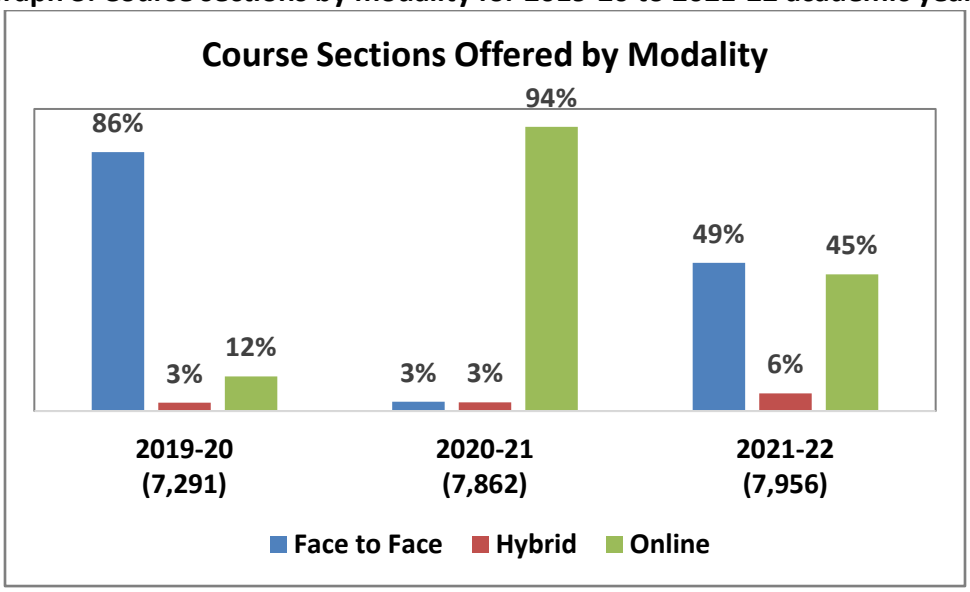
Graph 2. Credit and noncredit FTES from 2017-18 to 2021-22



Data source: 320 Report

Credit section counts disaggregated by modality are provided in Graph 3 for the academic years 2019-20 to 2021-22. Before the pandemic, the College offered most courses in person. In 2021-22, online course offerings accounted for 45% of all courses offered.

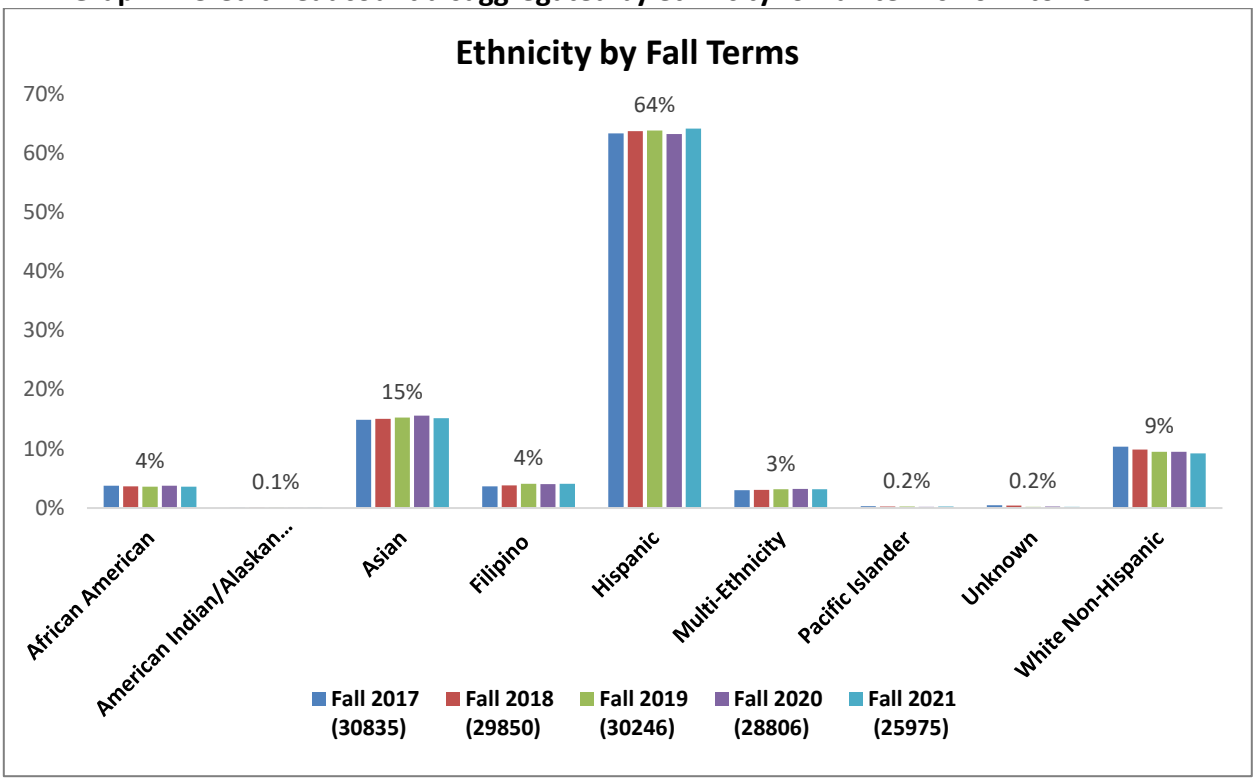
Graph 3. Course sections by modality for 2019-20 to 2021-22 academic years



Data source: Student Information System

Ethnicity enrollment data for credit students are presented in Graph 4 for the 2017-21 fall terms. The largest ethnic group at Mt. SAC was Hispanic students, accounting for 63% to 64% of students enrolled for all five fall terms.

Graph 4. Credit headcount disaggregated by ethnicity for fall terms 2017 to 2021

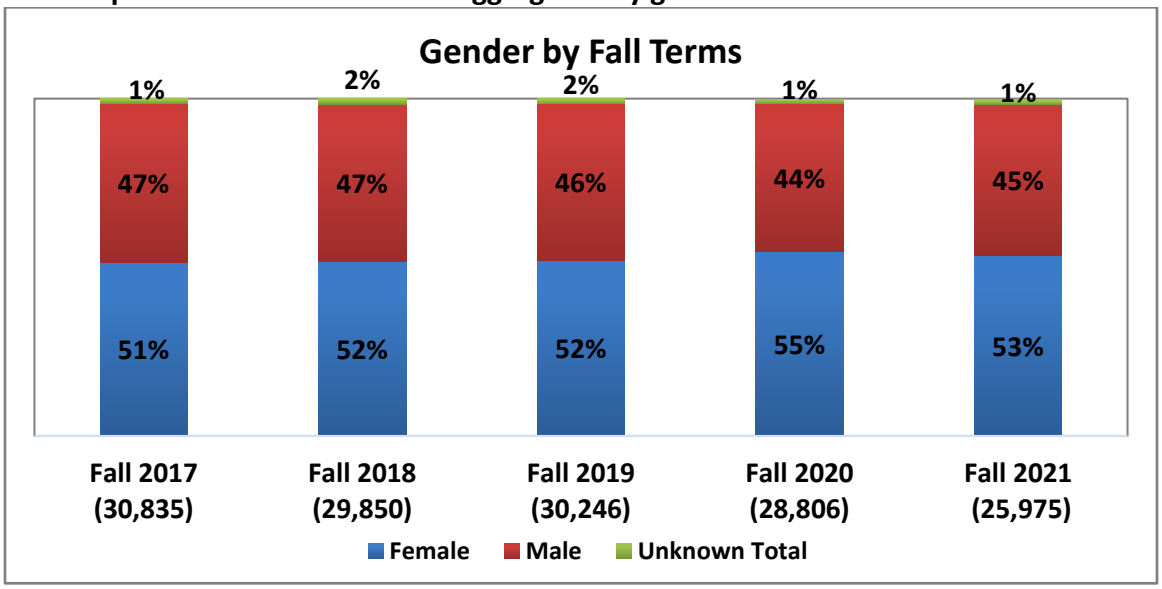


Data source: CCCCO Datamart

Note: Unknown includes students who did not respond to the ethnicity questions in CCCApply.

Gender enrollment data for credit students are presented in Graph 5 below for the 2017-21 fall terms. Female identifying students accounted for more than 50% of students enrolled during all five terms. Decreases in overall enrollment for female and male students in fall 2020 and fall 2021 were due to the immediate and lingering impacts of the pandemic.

Graph 5. Credit headcount disaggregated by gender for fall terms 2017 to 2021



Data source: CCCCO Datamart

Note 1: Due to rounding, some total headcount percentages may be slightly above or below 100%.
Note 2: Non-binary response option was added to the CCCApply application in fall 2020.

Mt. SAC serves students with a variety of diverse needs. Table 1 below provides enrollment data for special populations at Mt. SAC. First generation students accounted for 40% to 42% of students enrolled in all five fall terms. Special admit students, defined as students taking college courses at their high school or taking college courses at Mt. SAC, have gradually increased.

Table 1. Credit headcount for special populations for fall terms 2017 to 2021

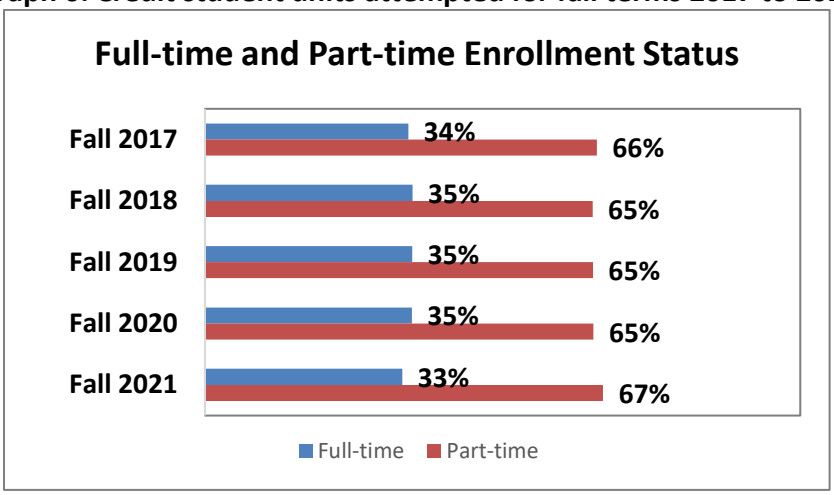
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Population	Count	%	Count	%	Count	%	Count	%	Count	%
Mt. SAC Total	30,385	100%	29,850	100%	30,246	100%	28,806	100%	25,975	100%
CalWORKs	287	1%	243	1%	223	1%	162	1%	123	0%
CARE	75	0%	61	0%	78	0%	74	0%	69	0%
DSP	1,531	5%	1,164	4%	1,698	6%	1,352	5%	1,365	5%
EOPS	1,120	4%	1,040	3%	1,193	4%	1,092	4%	1,054	4%
First Generation	12,037	40%	12,112	41%	12,570	42%	11,516	40%	10,400	40%
Foster Youth	440	1%	550	2%	572	2%	509	2%	458	2%
Military	32	0%	13	0%	11	0%	10	0%	6	0%
Special Admit	404	1%	631	2%	1,034	3%	1,184	4%	1,166	4%
Veteran	63	0%	1,009	3%	876	3%	698	2%	588	2%

Data source: CCCCO Datamart

CalWORKs - California Work Opportunity & Responsibility to Kids
CARE - Cooperative Agencies Resources for Education
DSPS - Disabled Students Programs & Services
EOPS - Extended Opportunity Programs & Services
Military - Active Duty, Active Reserve, National Guard
Note: Special populations is a term used by the Chancellor's Office to categorize students belonging to any of the groups above.

Full-time and part-time credit enrollment status for fall terms is provided in Graph 6. A student is considered full time when attempting 12 or more units in a single term. A student is considered part-time when attempting less than 12 units in a single term. From fall 2017 to fall 2020, between 34% to 35% of enrolled students were full-time. The decrease in full-time enrollment during the fall 2021 term could be lingering effects of the pandemic.

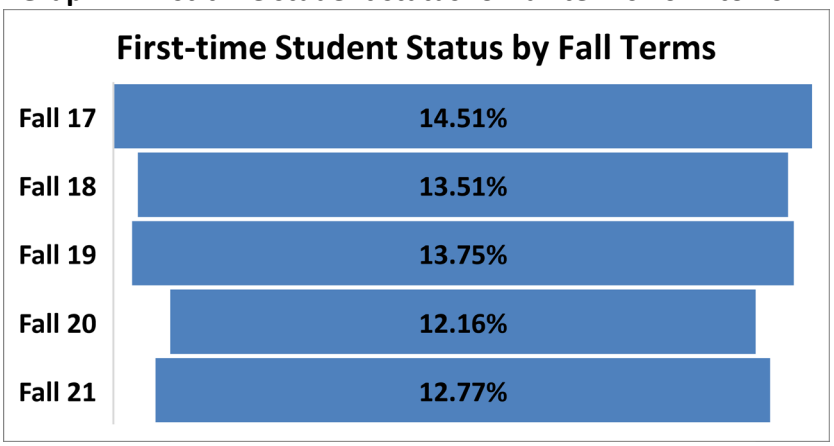
Graph 6. Credit student units attempted for fall terms 2017 to 2021



Data source: CCCCO Datamart

First-time credit student status by fall terms is provided in Graph 7. In fall 2017, 14.51% of credit students were first-time students. This percentage has decreased slightly for subsequent fall terms.

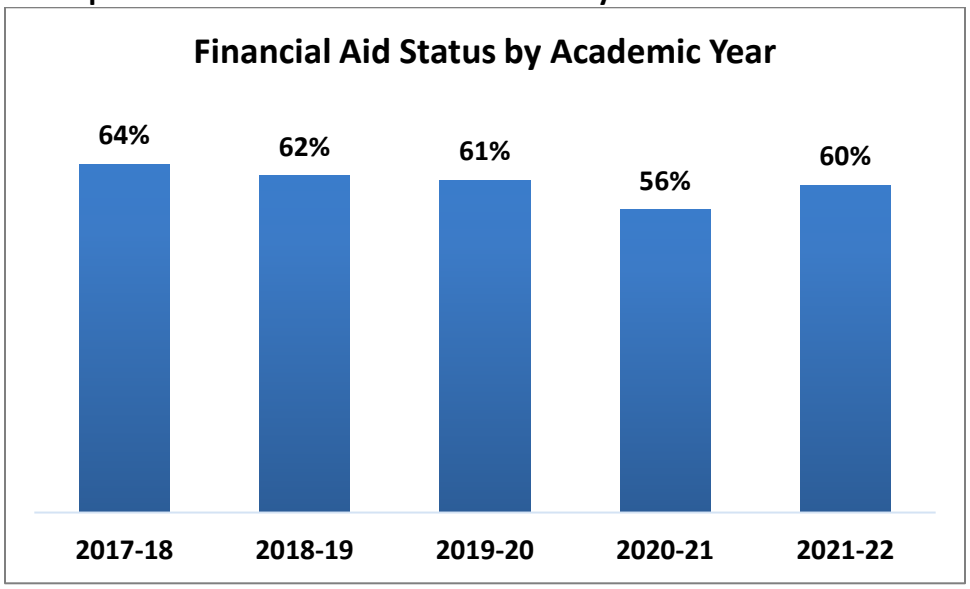
Graph 7. First-time student status for fall terms 2017 to 2021



Data source: CCCCO Datamart

Financial aid status for credit students for academic years 2017-18 to 2021-22 is provided in Graph 8. During the 2017-18 academic year, 64% of credit students received some form of financial aid. Though 2020-21 saw a decrease in financial aid status, the percentage of credit students on financial aid increased the subsequent year.

Graph 8. Financial aid status for academic years 2017-18 to 2021-22



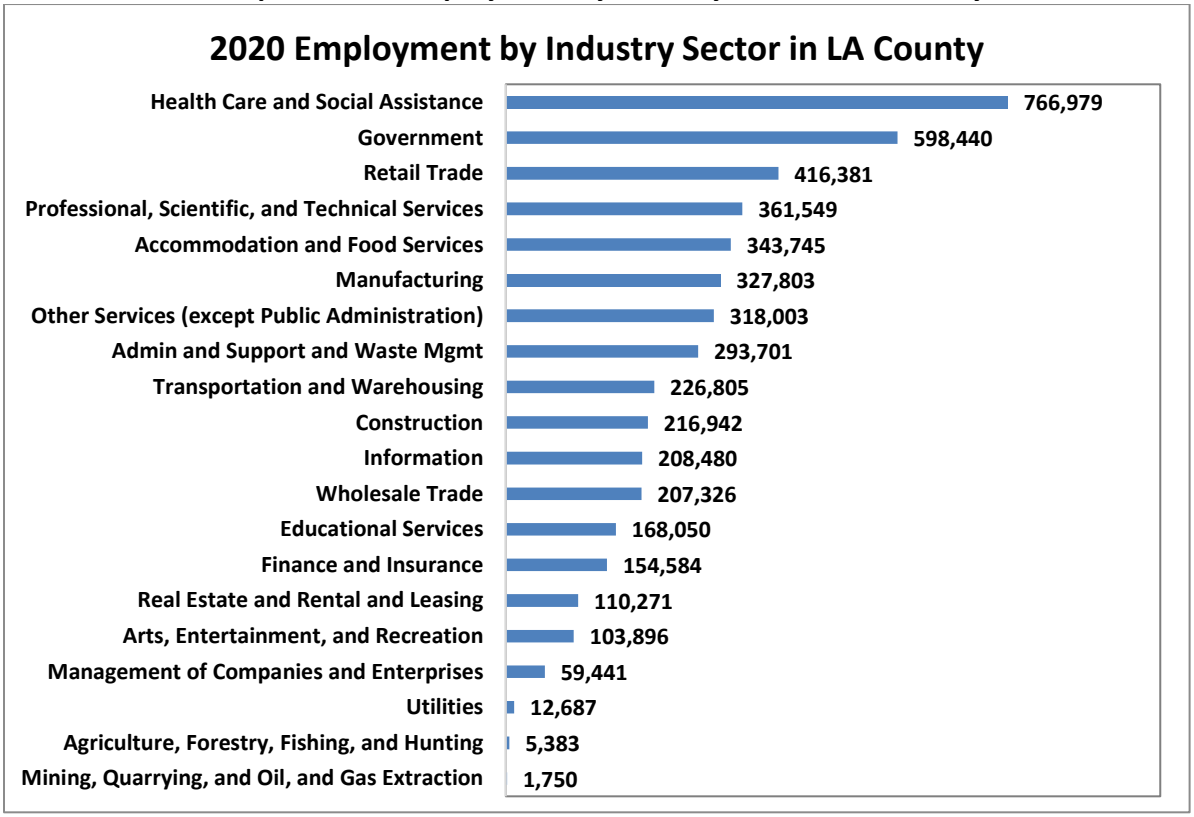
Data source: CCCCO Datamart

Note: Financial aid status included students who received the following: CA Promise Grant (fee waiver, formerly known as BOG), Grants including Cal Grants and Pell Grants, scholarships, and work study.

Labor Market Data

Mt. San Antonio College (Mt. SAC) serves Los Angeles (LA) County by enhancing the workforce, providing residents with access to higher education opportunities and preparing students for highly skilled and technical professions. Mt. San Antonio College actively monitors the labor market via data provided by the Los Angeles Region Center of Excellence for Labor Market Research (LA COE) and uses the data to help improve student success. In 2020, the health care and social assistance sector emerged as the largest employer in the county, supporting 766,979 jobs or 16% of total employment in the region. The second largest employment segment was the government sector, supporting 598,440 jobs or 12% of the region's total employment. Nearly three-quarters of government employment in LA County is within local government, most of which is related to jobs within education and hospitals. Altogether, LA County supported 4,902,226 jobs in 2020. Graph 9 displays the number of 2020 jobs in LA County by major industry sector.

Graph 9. 2020 Employment by industry sector in LA County



Source: Lightcast 2022.2; QCEW, Non-QCEW, Self-Employed

The Center of Excellence for Labor Market Research (COE) analyzed occupational data to determine future employment opportunities. The top ten projected middle-skill occupations by number of annual job openings, and top ten middle-skill occupations with high entry-level hourly wages were identified. Mt. SAC examines the extent to which current programs help prepare students for these careers and uses the COE data when considering the viability of new or expanded programs to fill projected employment gaps.

According to COE data, middle-skill occupations are defined by the following criteria:

- Require some college, an associate's degree, or an apprenticeship.
- Require a bachelor's degree, but also have more than one-third of workers in the existing labor force who have completed some college or an associate degree as their highest level of education; or
- Require a high school diploma or equivalent, but also require additional licensure, certification, or significant on-the-job training where multiple community colleges currently offer existing programs.

Based on the required educational and training credentials, middle-skill jobs are a good fit for community college students and are considered target occupations for completers of Mt. SAC's career education programs. 2020 saw approximately 2,131,000 middle-skill jobs in Los Angeles County, or 43% of the local workforce. The middle-skill occupation with the most projected

annual job openings between 2020 and 2025 is home health and personal care aides with 49,800 projected annual job openings. This occupation is expected to grow by 22% through 2025. Childcare workers, secretaries, and administrative assistants, except legal, medical, and executive are projected to decline in overall employment as compared to the number of 2020 jobs. However, these occupations are projected to have 8,803 and 7,012 annual job openings, respectively. Middle skill occupations that are expecting growth are registered nurses (5,724 annual job openings), heavy and tractor-trailer truck drivers (5,444 annual job openings), and nursing assistants (4,774 annual job openings). Table 2 displays the top ten middle-skill occupations in LA County by the number of average annual job openings.

Table 2. Middle-skill occupations in LA County by annual job openings

SOC	Description	Avg. Annual Job Openings	2020 Jobs	2020-25 % Change	Entry-Level Hourly Wage
31-1128	Home Health and Personal Care Aides	49,800	253,078	22%	$ 13.02
39-9011	Childcare Workers	8,803	61,818	5%	$ 13.14
36-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7,012	66,334	4%	$ 16.93
43-4051	Customer Services Representatives	6,917	54,488	3%	$ 15.25
29-1141	Registered Nurses	5,724	87,251	6%	$ 45.01
43-3031	Bookkeeping, Accounting, and Auditing Clerks	5,689	51,387	3%	$ 18.55
53-3032	Heavy and Tractor-Trailer Truck Drivers	5,444	44,164	6%	$ 18.26
31-1131	Nursing Assistants	4,774	33,753	8%	$ 15.32
43-1011	First-line Supervisors of Office and Administrative Support Workers	4,472	45,574	3%	$ 22.94
41-4012	Sales Representatives, Wholesale, and Manufacturing, Except Technical and Scientific Products	4,404	45,895	7%	$ 19.04

Source: Lightcast 2022.2, QCEW, Non-QCEW, Self-Employed

Table 3 shows the top middle-skill occupations in LA County by entry-level hourly earnings. Public safety occupations hold three of the top four middle-skill occupations by entry-level wage, including first-line supervisors of police and detectives ($70.27), detectives and criminal investigators ($51.53), and police and sheriff's patrol officers ($44.79). Registered nurses can expect to make $45.01 in entry-level wages, while dental hygienists can expect $42.93, rounding out the top five middle-skill occupations.

Table 3. Middle-skill occupations in LA County by entry-level hourly earnings

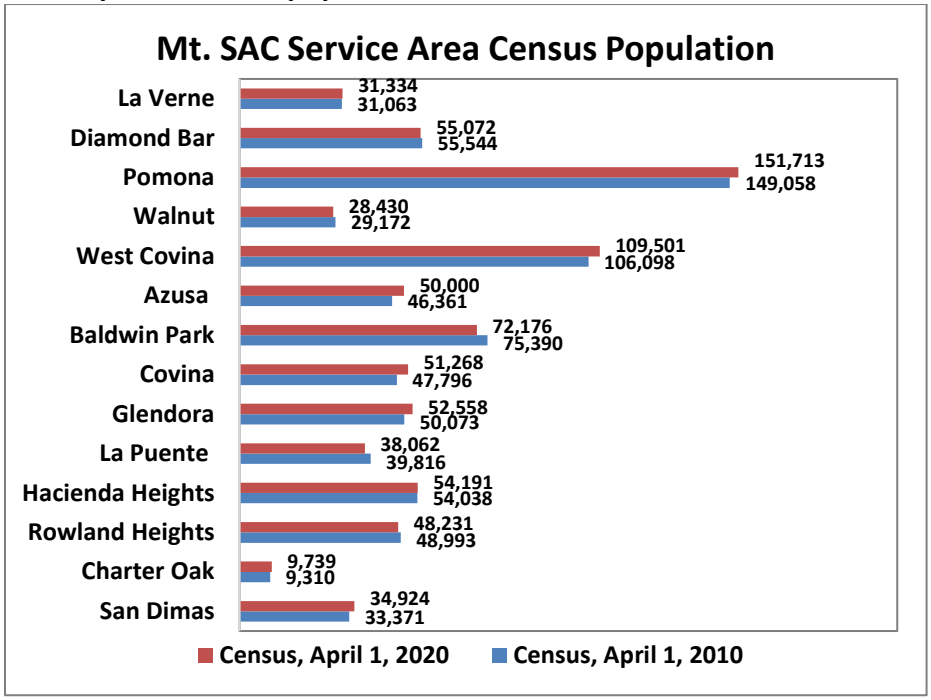
SOC	Description	Avg. Annual Job Openings	2020 Jobs	Entry-Level Hourly Wage
33-1012	First-Line Supervisors of Police and Detectives	126	1,824	$ 70.27
33-3021	Detectives and Criminal Investigators	253	3,311	$ 51.53
29-1141	Registered Nurses	5,724	87,251	$ 45.01
33-3051	Police and Sheriff's Patrol Officers	2,168	26,333	$ 44.79
29-1292	Dental Hygienists	416	3,568	$ 42.93
39-5091	Makeup Artists, Theatrical and Performance	173	1,203	$ 42.53
15-1241	Computer Network Architects	207	3,494	$ 41.92
29-2032	Diagnostic Medical Sonographers	182	1,956	$ 41.47
33-2011	Firefighters	638	8,014	$ 36.31
15-1244	Network and Computer Systems Administrators	526	7,920	$ 35.55

Source: Lightcast 2022.2, QCEW, Non-QCEW, Self-Employed

Demographic Data

Demographic data, including age, sex, and educational attainment for the College's service area is provided in Graph 10. The cities of San Dimas, Charter Oak, Glendora, Covina, Azusa, West Covina, and Pomona saw increases in population when comparing 2010 census to 2020 census.

Graph 10. Census population for cities in Mt. SAC's service area



Source: U.S. Census Bureau American Community Survey

The city of Pomona has the highest population of people under 18 years (25%), whereas Hacienda Heights has the lowest (18%). The city of La Verne has the highest population of people 65 years and older (22%), whereas Azusa had the lowest, approximately 11%. The city of San Dimas has the highest population of female persons, approximately 53%, whereas La Puente had the lowest, approximately 49%.

Table 4. Age and sex data by cities in Mt. SAC's service area

Area	Persons Under 5	Persons Under 18	Persons 65 Years and Over	Female Persons
San Dimas	5%	21%	19%	53%
Charter Oak	5%	19%	12%	52%
Rowland Heights	6%	19%	20%	51%
Hacienda Heights	5%	19%	20%	51%
La Puente	5%	23%	12%	49%
Glendora	5%	23%	16%	52%
Covina	5%	21%	13%	51%
Baldwin Park	6%	22%	13%	50%
Azusa	6%	22%	11%	51%
West Covina	5%	20%	17%	52%
Walnut	4%	19%	21%	51%
Pomona	7%	25%	12%	51%
Diamond Bar	5%	20%	18%	52%
La Verne	4%	19%	22%	52%

Source: U.S. Census Bureau American Community Survey

Educational Attainment data for the College's service areas is provided in Table 5. For Irwindale (91702), Baldwin Park, Covina (91772), La Puente, Pomona, and West Covina, most of the 25 and over population's highest educational attainment was high school diploma or equivalent. For Covina (91723), most of the 25 and over population's highest educational attainment was some college (not degree). For the cities of Irwindale (91010), Covina (91724) Charter Oak, Glendora, Hacienda Heights, Rowland Heights, La Verne, Diamond Bar, San Dimas and Walnut, the majority of the 25 and over population's highest educational attainment included a bachelor's degree.

Table 5. Educational attainment for cities in Mt. SAC's service area, population 25 and over

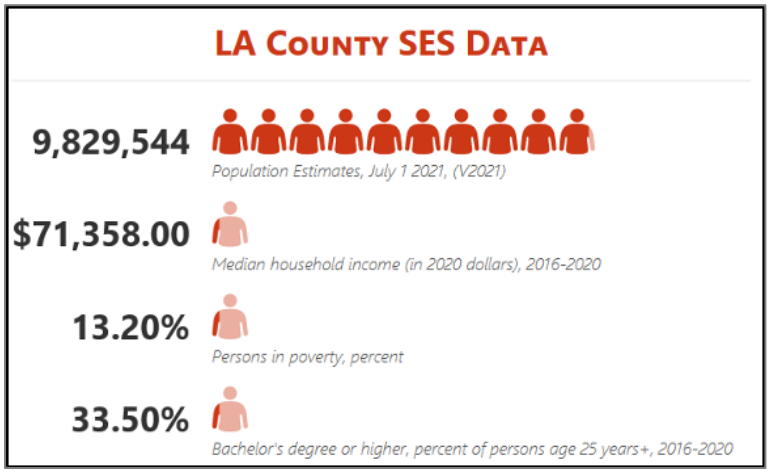
City (ZIP)	HS Graduate (Includes Equivalency)	Some College, No Degree	Associate's Degree	Bachelor's Degree and Above
Irwindale (91010)	23.30%	21.10%	8.30%	29.60%
Irwindale (91702)	25.90%	20.40%	7.80%	23.80%
Baldwin Park	29.40%	18.70%	4.90%	13.30%
Covina (91722)	28.30%	25.50%	7.20%	22.00%
Covina (91723)	28.00%	33.40%	3.40%	22.70%
Covina (91724)	22.50%	23.30%	11.70%	31.10%
Charter Oak (91724)	22.50%	23.30%	11.70%	31.10%

City (ZIP)	HS Graduate (Includes Equivalency)	Some College, No Degree	Associate's Degree	Bachelor's Degree and Above
Glendora (91740)	21.80%	24.90%	11.40%	31.20%
Glendora (91741)	18.20%	21.40%	10.00%	46.00%
La Puente (91744)	30.40%	18.60%	5.60%	12.50%
Hacienda Heights	23.40%	19.90%	9.80%	34.10%
La Puente (91746)	28.90%	19.60%	6.50%	14.00%
Rowland Heights	22.50%	14.40%	9.00%	39.40%
La Verne	18.90%	24.90%	10.50%	39.20%
Diamond Bar	13.70%	17.50%	7.60%	55.30%
Pomona (91766)	23.30%	19.90%	5.40%	17.80%
Pomona (91767)	26.20%	23.80%	9.40%	18.50%
Pomona (91768)	25.50%	24.40%	6.00%	13.60%
San Dimas	19.00%	25.00%	11.70%	38.20%
Walnut	15.40%	16.20%	8.50%	52.10%
West Covina	32.10%	22.40%	8.20%	22.60%

Socio-economic Data

Mt. San Antonio College (Mt. SAC) is in the city of Walnut in the eastern part of Los Angeles (LA) County. In Los Angeles County, the median household income is $71,358, slightly higher than the United States (US) median household income of $64,994.

Figure 2. LA County social economic data

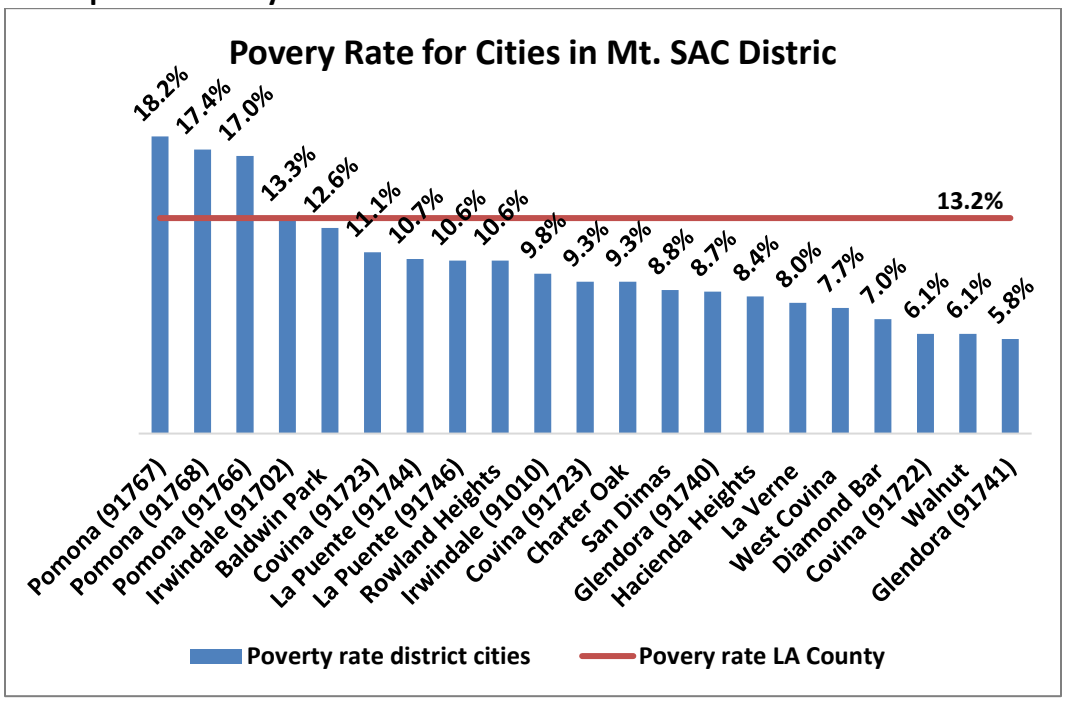


Source: https://www.census.gov/quickfacts/fact/table/losangelescountycalifornia,US/IPE120220

Additional social-economic data for Mt. SAC district cities, including poverty rates and median family income are provided in Graph 11 and 12 below. Pomona (91767) has the highest poverty rate at 18.20%, and all ZIP codes in Pomona have the highest poverty rates compared to the other in-district cities as well as compared to the LA County, California, and US poverty rates. All ZIP codes in Pomona also have the lowest median family income compared to other in-district

cities. The city of Glendora (91741) has the lowest poverty rate at 5.8% and the highest median family income compared to all other in-district cities.

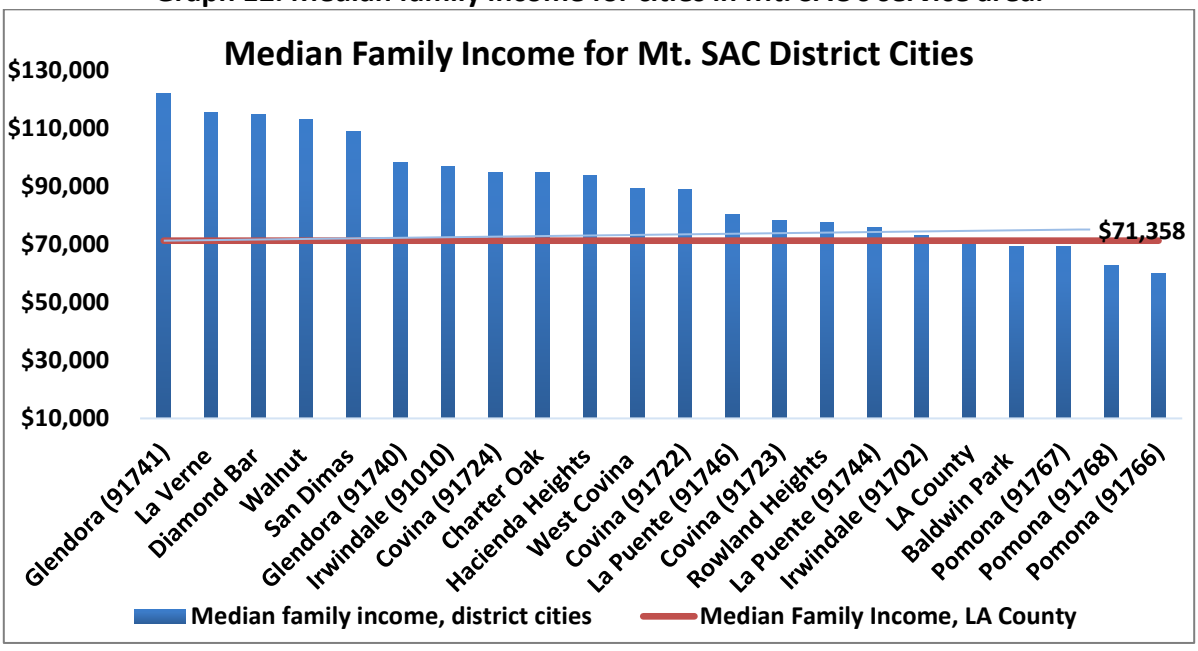
Graph 11. Poverty rates and median income for Mt. SAC service area: 2021



Source: Educational Attainment, American Community Survey 5-year estimates, population 25 years and over.

Note: Cities with more than one ZIP code are listed multiple times.

Graph 12. Median family income for cities in Mt. SAC's service area.



Source: Educational Attainment, American Community Survey 5-year estimates, population 25 years and over.

Note: Cities with more than one ZIP code are listed multiple times.

Sites

Mt. San Antonio College does not operate any off-campus sites or centers where 50% or more of a program, certificate, or degree is available to students.

Specialized or Programmatic Accreditation

In addition to institutional accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC), the following programs are accredited by external organizations:

Program	Student Earns	Accreditation Agency
Addiction Counseling	A.S. Degree	**California Association for Drug/Alcohol Educators** 5220 Clark Avenue, Suite 347A Lakewood, CA 90712 (707) 722-2331 www.caade.org
Air Conditioning and Refrigeration	A.S. Degree	**HVAC Excellence by ESCO Institute** P.O. Box 521 Mount Prospect, IL 60056 (800) 726-9696 | (800) 546-3726 www.escogroup.org/hvac/
Airframe and Aircraft Powerplant Maintenance Tech	A.S. Degree	**Federal Aviation Administration (FAA)** 800 Independence Avenue, SW Washington, DC 20591 (800) 835-5322 www.faa.gov
Certified Nursing Assistant and Certified Home Health Aide	Course Completion and Noncredit State Certificate	**State of California, Health & Human Services, Department of Public Health, Licensing & Certification** P.O. Box 997377, MS 3000 Sacramento, California 95899 (916) 552-8632 | (916) 552-8700 cdph.ca.gov
Emergency Medical Services - Paramedic Program	A.S. Degree	**Commission on Accreditation of Allied Health Education Programs (CAAHEP)** 9355 113th Street North #7709 Seminole, Florida 33775 (727) 210-2350 www.caahep.org
Emergency Medical Technician (EMT)	EMT Course Completion and Noncredit State Certificate	**Los Angeles County Emergency Medical Services (EMS) Agency** 10100 Pioneer Boulevard, Suite 200 Santa Fe Springs, CA 90670 (727) 210-2350 | fax (727) 210-2354 dhs.lacounty.gov/emergency-medical-services-agency

Program	Student Earns	Accreditation Agency
Fire Technology	A.S. Degree and Academy Graduate Certificate	**Office of the State Fire Marshall** 715 P. Street, Sacramento, CA 95814 (916) 902-9738 www.osfm.fire.ca.gov
Histotechnician Training Program	A.S. Degree	**National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)** 5600 N. River Road, Suite 720 Rosemont, IL 60018-5119 (773) 714-8880 | fax (773) 714-8886 naacls.org
Interior Design	A.S. Degree	**National Kitchen and Bath Association (NKBA)** 687 Willow Grove Street, Hackettstown, NJ 07847 (800) 843-6522 www.nkba.org
Licensed Vocational Nurse to RN	A.S. Degree	**California Board of Registered Nursing** 1747 North Market Boulevard, Suite 150 Sacramento, CA 95834 (916) 322-3350 www.rn.ca.gov
Mental Health Technology Psychiatric Technician	A.S. Degree	**Board of Vocational Nursing and Psychiatric Technicians** 2535 Capital Oaks Drive, Suite 205 Sacramento, CA 95833 (916) 263-7800 www.bvnpt.ca.gov
Paralegal / Legal Assistant	A.S. Degree	**American Bar Association** 321 N. Clark Street, Chicago, IL 60654-7598 (800) 285-2221 www.americanbar.org
Psychiatric Technician to RN	A.S. Degree	**California Board of Registered Nursing** 1747 North Market Boulevard, Suite 150 Sacramento, CA 95834 (916) 322-3350 www.rn.ca.gov
Radiologic Technician	A.S. Degree	**The Joint Review Committee in Radiologic Technology (JRCERT)** 20 North Wacker Drive, Suite 2850 Chicago, IL 60606-3182 (312) 704-5300 www.jrcert.org

Program	Student Earns	Accreditation Agency
Registered Veterinary Technology	A.S. Degree	**American Veterinary Medical Association** 1931 N. Meacham Road, Suite 100 Schaumburg, IL 60173 (800) 248-2862 ext. 2862 avma.org
Respiratory Therapy	A.S. Degree	**Commission on Accreditation for Respiratory Care (CoARC)** 264 Precision Boulevard, Telford, TN 37690 (817) 283-2835 www.coarc.com
School of Continuing Education	N/A	**Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC)** 533 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009 (650) 696-1060 acswasc.org

Evidence List

- INT-A.1 Native Land Walnut California
- INT-A.2 College History Website
- I.B.6.5 Guided Pathways F21 Update
- III.B.2.11 Construction Website
- INT-A.3 Wayfinding Campus Map
- INT-A.4 Sustainability Website
- INT-A.5 Return to Campus Taskforce Report 11-18-20
- II.C.1.8 Student Services Plan to Return to Campus
- II.C.1.6 SCE Student Online Support
- INT-A.6 Senate Resolutions Black Lives Matter and Asian Americans
- INT-A.7 Racial Justice Taskforce Recommendations
- INT-A.8 Ethnic Studies Program
- INT-A.9 Social Justice AAT Report
- I.B.1.16 DEISA+ Council
- I.B.5.10 SEEC Presidential Initiative
- INT-A.10 Umoja Aspire Course Success
- INT-A.11 Umoja Aspire Persistence
- INT-A.12 SEAP Budget Rationale 2021
- II.C.1.17 El Centro Update to Cabinet
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet
- INT-A.13 Title V Grant Summary for Cabinet
- INT-A.14 Rising Scholars Webpage
- I.B.6.2 Native American Initiatives Report-Student Equity Committee 2022
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet
- INT-A.15 AS Resolution Preferred Identities
- INT-A.16 Student Parent Support
- II.C.1.10 Basic Needs Report to BOT 2020
- II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News
- INT-A.17 Promising Partnerships Report
- II.C.1.8 Student Services Plan to Return to Campus
- I.B.7.13 Student Services Who We Lost Data Analysis
- INT-A.18 Data Dashboards Fill Rates and FTES Enrollment Increase 2022-23

B. Presentation of Student Achievement Data and Institution-Set Standards

Annual course success rates disaggregated by ethnicity are included in Table 1. The Institution-Set Standard (ISS) is 71% and the stretch goal is 77%. In 2019-20 and 2020-21, the ISS and stretch goal were met. Due to the grade change policies implemented during the pandemic, these two academic years saw higher course success rates compared to prior years. Students who withdrew from courses automatically received an excused withdrawal (EW). In 2020-21, EWs were not included in course success rate calculations. In 2021-22, the automatic granting of EWs ended, resulting in an all-student success rate 16% lower than the previous year. The ISS was met in 2021-22 despite the decline. For the three reported years, Asian students had the highest course success rates, followed by White students, and students with two or more races.

Table 1. Course success rates disaggregated by ethnicity

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaskan Native	66%	81%	79%
Asian	86%	94%	82%
Black or African American	68%	79%	61%
Hispanic/Latino	75%	85%	67%
Native Hawaiian/Other Pacific Islander	70%	77%	68%
Two or more races	78%	88%	71%
White	83%	87%	75%
All student success rate	78%	87%	71%
Institution Set Standard	71%		
Stretch Goal	77%		

Annual associate degree data disaggregated by ethnicity is presented in Table 2. Award counts include local associate degrees and associate degrees for transfer (ADT). For all three reporting years, the ISS of 3223 was exceeded. The College continues to work toward reaching the stretch goal of 4316 within the next two years. For all three reporting years, Hispanic/Latino students accounted for approximately 65% of the degrees awarded, followed by Asian students (19%), and White students (ranging from 11% to 9%).

Table 2. Number of associate degrees awarded disaggregated by ethnicity

	2019-20		2020-21		2021-22	
Ethnicity	Count	Percent	Count	Percent	Count	Percent
American Indian/Alaska Native	1	0%	5	0%	6	0%
Asian	629	19%	756	19%	722	19%
Black/African American	102	3%	141	4%	110	3%
Hispanic/Latino	2112	64%	2592	65%	2457	65%
Native Hawaiian/Other Pacific Islander	7	0%	9	0%	4	0%
Two or more races	98	3%	118	3%	114	3%
Unreported	0	0%	0	0%	5	0%
White	368	11%	375	9%	375	10%
Total	3317	100%	3996	100%	3793	100%
Institution-Set Standard	3223					
Stretch Goal	4316					

Annual credit certificate data disaggregated by ethnicity is presented in Table 3. The total number of credit certificates awarded in 2019-20 and 2020-21 (566 and 513 respectively) was lower than the ISS of 646. However, in 2021-22, the total number of credit certificates awarded was 790, exceeding the ISS of 646. The College is working to exceed the ISS and reach the stretch goal of 866 in the next two years.

For all three reporting years, Hispanic/Latino students accounted for the highest percentage of credit certificates awarded, between 56% and 59% of the degrees awarded. Asian students accounted for 22% and 20% of the credit certificates awarded. White students earned 13% of certificates awarded in 2021-22, a decline of 4% from the previous year.

Table 3. Number of credit certificates awarded disaggregated by ethnicity

	2019-20		2020-21		2021-22	
Ethnicity	Count	%	Count	%	Count	%
American Indian/Alaska Native	1	0%	0	0%	3	0%
Asian	126	22%	103	20%	161	20%
Black/African American	16	3%	24	5%	35	4%
Hispanic/Latino	318	56%	289	56%	470	59%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%	0	0%
Two or more races	20	4%	12	2%	18	2%
Unreported	0	0%	0	0%	4	1%
White	85	15%	85	17%	99	13%
Total	566	100%	513	100%	790	100%
Institution Set Standard	646					
Stretch Goal	866					

Transfers to four-year institutions disaggregated by ethnicity are presented in Table 4. For each of the three reported years, Hispanic/Latino students accounted for the most transfers, followed by Asian and White students. For Asian, Black/African American, Hispanic/Latino, and White students, the number of transfers has increased every year from 2018-19 to 2020-21. The number of total transfers has increased every year, from 2018-19 to 2020-21.

Table 4. Number of transfers to four-year institutions disaggregated by ethnicity

	2018-19		2019-20		2020-21	
Ethnicity	Count	%	Count	%	Count	%
American Indian/Alaskan Native	1	0%	4	0%	1	0%
Asian	474	28%	493	28%	564	27%
Black/African American	39	2%	46	3%	61	3%
Hispanic/Latino	789	47%	845	48%	1061	50%
International	148	9%	148	8%	140	7%
Native Hawaiian/Pacific Islander	0	0%	3	0%	1	0%
Two or more races	26	2%	27	2%	32	2%
Unknown	56	3%	59	3%	53	3%

Ethnicity	2018-19		2019-20		2020-21	
	Count	%	Count	%	Count	%
White	138	8%	146	8%	198	9%
Total	1671	100%	1771	100%	2111	100%
Institution-Set Standard	2466					
Stretch Goal	2918					

Licensure exam pass rates for the 2020-21 academic year are provided in Table 5 below. For all programs listed, the licensure exam pass rates exceed the ISS. The Emergency Medical Technician program and Respiratory Therapist program had 100% licensure exam pass rates, exceeding the ISS, and achieving the stretch goal.

Table 5. Licensure exam pass rates for 2020-21 academic year

Licensure	Exam (National, State, Other)	Institution-Set Standard	Stretch Goal	2020-21 Pass Rate (%)
Aviation Maintenance	National	93%	99%	96%
Emergency Medical Technician	National	90%	100%	100%
Nursing	State	75%	100%	98%
Paramedic	State	90%	100%	92%
Psychiatric Technician	State	90%	100%	94%
Radiologic Technician	National	75%	100%	95%
Registered Veterinary Technician	National	72%	95%	91%
Respiratory Therapist	National	80%	100%	100%
Welding	Other	75%	85%	55%

Job placement rate data is obtained from the Career & Technical Education Employment Outcomes Survey (CTEOS), a statewide survey administered annually for the California Community Colleges Chancellor's Office. The survey assesses the employment outcomes of students who have participated in Career Technical Education (CTE) coursework. Annually, the College submits a list of completers and skills building students, who did not enroll in a subsequent year, to administrators of the CTEOS. Surveys are administered via e-mail, text, and phone. The statewide response rate for 2022 was 20% (INT-B.1 CTEOS 2022).

Job placement rates for Mt. SAC completers and skill building students are included in Table 6. For many of the programs, the job placement rates are low and below the Institution-Set Standard. These rates are lower compared to previous years, due to the low response rates to the CTEOS survey and the pandemic impacting employment rates in 2020-21.

Table 6. Job placement rates for 2020-21

Completers	Institution-Set Standard	Stretch Goal	2020-21 Job Placement Rate
Accounting AS	89%	94%	27%
Accounting Certificate	67%	83%	33%
Administration of Justice AS	95%	98%	29%
Administration of Justice AS-T	59%	84%	19%
Air Conditioning and Refrigeration AS	100%	100%	29%
Animation AS	67%	78%	22%
Aviation Science AS	75%	88%	15%
Business Administration AS-T	77%	89%	15%
Business Management AS	100%	100%	24%
Child Development AS	75%	88%	25%
Commercial Flight AS	75%	88%	11%
Computer Network Administration and Security Management AS	100%	100%	22%
Early Childhood Education AS-T	83%	92%	21%
Educational Paraprofessional (Instructional Assistant) AS	88%	94%	36%
Electronics and Computer Engineering Technology AS	100%	100%	100%
Fire Technology AS	100%	100%	44%
Fire Technology Certificate	100%	100%	31%
Histologic Technician Training AS	92%	96%	36%
Hospitality & Restaurant Management AS	50%	59%	14%
Human Resources Management AS	75%	88%	50%
Journalism AA-T	75%	88%	13%
Nursing AS	95%	97%	30%
Paralegal/Legal Assistant AS	100%	100%	23%
Psychiatric Technician Certificate	100%	100%	NA
Radiologic Technology AS	100%	100%	17%
Registered Veterinary Technology AS	91%	96	33%
Respiratory Therapy AS	94%	97%	29%
Sign Lang/Interpreting AS	100%	100%	100%

Evidence List

- INT-B.1 CTEOS 2022

C. Organization of the Self-Evaluation Process

Mt. San Antonio College (Mt. SAC) utilizes a solid foundation of campuswide engagement with accreditation through leadership by the Accreditation Steering Committee (ASC) (IV.B.3.6 ASC Purpose and Function). Established in 2013, ASC guides ongoing accreditation progress and processes. Co-chaired by the Vice President of Instruction/Accreditation Liaison Office and the Faculty Accreditation Coordinator, ASC meets monthly to engage in accreditation conversations throughout the year. Preparation for the 2024 accreditation cycle began in 2021 with the development of an Institutional Self-Evaluation Report (ISER) timeline and a review of lessons learned from the mid-term report and last accreditation cycle (IV.C.13.2 2024 ISER Timeline; INT-C.1 Lessons Learned 2017). Analysis of these lessons led to improvements of the process for this cycle, including ongoing outreach to all constituency groups, the additions of an Assistant Faculty Accreditation Coordinator position and an Assistant Dean of Accreditation and Planning position to help coordinate campuswide accreditation work, early inclusion of Information Technology (IT) partners, and the formation of an Accreditation Core Team Workgroup to facilitate effective implementation of accreditation processes.

Engagement of the Mt. SAC community in the 2024 ISER development began with a campus contest to create an accreditation theme. ASC selected the winning theme, "Weaving our Story," from 80 submissions. The Marketing and Communications Office developed a logo as a visual representation of the integrated elements of inclusion, diversity, and the voices of Mt. SAC that weave through the narrative. Production of a student video narrated by the contest winner was an integral part of connecting students, faculty, classified employees, and administrators to a meaningful ISER preparation process (INT-C.2 Weaving Our Story Video; IV.B.4.5 Accreditation 2024 Webpage). Training with the campus community and the Board of Trustees launched the ISER development process in fall 2021. Applying suggested changes from lessons learned, ASC replaced the old model of large writing teams with 13 smaller Weaving Teams utilizing existing governance structures and consisting of representation from all campus constituency groups. Each Weaving Team had a planner, investigator, documenter, and two designated Core Team liaisons to communicate back to ASC (INT-C.3 Weaving Team Memo). Liaisons also trained Weaving Teams, providing lists of key campus groups aligned with the standards to assist with content development and evidence collection (INT-C.4 Resource Teams Standards Map; INT-C.5 Resource Memo to Academic Senate). In fall 2022, volunteers throughout the campus community were formed into Finishing Teams to review and polish Weaving Team initial drafts and evidence. Simultaneously the Core Team conducted outreach to shared governance councils/committees designated as Resource Teams, providing them with copies of draft ISER sections and inviting feedback.

Core Team members partnered with campus colleagues to present Friday Forums on topics including training for classified professionals, student Weaving Team training led by ASC student leaders, and distance learning workshops related to regular and substantive interaction (IV.B.4.8 Accreditation Open Forums). Ongoing updates to the College community included accreditation announcements and newsletters, quarterly reports to Presidents Cabinet, monthly ASC updates to the President's Advisory Council (PAC), and Board of Trustee Study Session reports (IV.B.4.6

Accreditation Email; IV.B.4.7 Accreditation Newsletter; IV.B.4.1 Cabinet Notes 5-10-22; IV.B.4.2 ASC Update to PAC 6-8-22; IV.B.4.3 Board Study Session 10-16-21). Outreach to constituency groups included presentations to Associated Students, Academic Senate, Classified Senate, California School Employees Association (CSEA) 262, CSEA 651, and administrators (INT-C.6 Associated Students 8-30-22; IV.B.4.4 Management Staff Meeting 9-1-22). The Core Team was also featured at Flex Days and Classified Professional Development Days (INT-C.7 Flex Day Spring 2023). To further engage CSEA 651, the core team utilized "Hot Pink" sheets to provide members with printed copies of the latest accreditation information as an alternative to email (INT-C.8 Hot Pink Sheet Issue 2). In spring 2023, the Core Team collaborated with IT leaders to provide online drafts of the ISER to the campus community for final review and feedback via an anonymous SmartSheet form (IV.B.4.9 ISER Comment Form). In-person and online Listening Session forums were also held to provide an opportunity for input (IV.B.4.10 ISER Review Listening Sessions). The Board of Trustees reviewed the completed ISER in June 2023 and approved it in July 2023.

Mt. SAC Board of Trustees

Image Credit: Tom Zasadzinski

Accreditation Core Team

Member	Position
Kelly Fowler	Vice President of Instruction; Accreditation Liaison Officer
Barbara Mezaki	Faculty Accreditation Coordinator; Professor of American Language
Allie Frickert	Faculty Accreditation Co-Coordinator; Professor of History
Lianne Greenlee	Assistant Dean of Accreditation and Planning
Michelle Sampat	Dean of Arts
Patty Quinones	Director of Research and Institutional Effectiveness
Laura Martinez	Executive Assistant to the Vice President of Instruction

Weaving Teams

Standard	Classified Professionals	Faculty	Administrators	Students
I.A. Mission	**Robert Stubbe**, Information Technology	**Roger Willis**, Academic Senator	**Madelyn Arballo**, School of Continuing Education **Patty Quiñones**, Research and Institutional Effectiveness	**Carlos Romero** (21-22)
I.B. Assuring Academic Quality and Institutional Effectiveness	**Annel Medina Tagarao**, Research and Institutional Effectiveness **Cathy Stute**, Research and Institutional Effectiveness **Pedro Suarez**, Information Technology	**Loni Nyguen**, Biology **Bruce Nixon**, Mental Health **Landry Chaplot**, School of Continuing Education **Eloise Reyes**, Counseling/ACCESS **Chris Jackson**, Kinesiology **Jennifer Hinostroza**, Horticulture	**Eric Lara**, Student Success and Equity **Rosa Royce**, Fiscal Services **Patty Quiñones**, Research and Institutional Effectiveness **John Vitullo**, Natural Sciences	**Amber Nuno** (21-22) **Matthew Sosa** (21-22)
I.C. Institutional Integrity	**Marcell Gilmore**, Research and Institutional Effectiveness **John Lewallen**, Marketing	**Sara Mestas**, Counseling **Loni Nguyen**, Biology **Michelle Shear**, Dance **Beta Meyer**, Biology	**Nicole Blean**, Writing Center **Meghan Chen**, Instruction **Karelyn Hoover**, Humanities **Tammy Knott-Silva**, Kinesiology **Sylvia Ruano**, Instruction	**Eric Claudino**, AS Senate (21-22) **Courtney Larrabee**, AS Senate (21-22)

Standard	Classified Professionals	Faculty	Administrators	Students
II.A. Instructional Programs	**Lesley Cheng**, School of Continuing Education **Irene Pinedo**, Instruction	**Kelly Coreas**, Respiratory Tech **Carol Impara**, Consumer Science and Design Tech **Loni Nguyen**, Biology	**Meghan Chen**, Instruction **Sylvia Ruano**, Instruction **Michelle Sampat**, Arts	**Chloe Kim**, Student Equity and AS Justice (21-22) **Gavin Ong**, AS VP and Activities Senator (21-22)
II.B. Library and Learning Support Services	**Crystal Mejia**, Library/Learning Resources **Krystal Yeo**, School of Continuing Education	**Monika Chavez**, Library/Learning Resources **Dianne Rowley**, Learning Assistance **Pauline Swartz**, Library/Learning Resources	**Kristina Alvarado**, Learning Assistance **Nicole Blean**, Writing Center **John Cardenas**, Tutorial Services **Katie Datko**, Distance Learning/Instructional Technology **Romelia Salinas**, Library/Learning Resources **Carlos Santana**, Academic Support	**Susan Ramuco-Elicerio**, Textbooks and Instructional Materials Committee (21-22) **Carlos Romero**, Basic Needs Committee (21-22)
II.C. Student Support Services	**Maridelle Acero**, Student Services **Alex Brambila**, EOPS **Lisa Didonato**, Research and Institutional Effectiveness	**Jason Hayward**, Counseling **Sara Mestas**, Counseling	**LaTesha Hagler**, CalWORKs **Tom Mauch**, Student Services **Tami Pearson**, School of Continuing Education **Audrey Yamagata-Noji**, Student Services	**Arturo Nava** (21-22)
III.A. Human Resources	**Elda Blount**, Professional Development **Crystal Granados**, Human Resources	**Cara Tan**, Psychology	**Ryan Wilson**, Human Resources	

Standard	Classified Professionals	Faculty	Administrators	Students
III.B. Physical Resources	**Jason DeArmond**, Custodial Services **George Gutierrez**, Custodial Services **Cathy Hayward**, Design and Construction **Robert Montoya**, Grounds **Felipe Ramos**, Grounds **Caitlin Rodriguez**, Design and Construction **Anthony Stanisci**, Custodial Services **Gabriel Tinoco**, Carpenter	**Tania Anders**, Geology and Oceanography	**Gary Nellesen**, Facilities Planning **Ken Bohan**, Maintenance and Operations **Eera Babtiwale**, Sustainability **Duetta Wasson**, Risk Management **Nafiseh Kaeni**, Design and Construction	**Rebecca Contreras**, Facilities Advisory Committee (21-22) **Janet Ceja** (21-22)
III.C. Technology Resources	**Kate Morales**, Information Technology **Joe Vasquez**, Information Technology **Krupa Patel**, Information Technology	**Jaishri Meta**, Computer Information Systems **Jean Metter**, Consumer Science and Design Tech **Rich Patterson**, Computer Information Systems	**Anthony Moore**, Information Technology **Chris Schroeder**, Information and Data Security **Mark Lowentrout**, Arts **Michael Carr**, Academic Technology **Monica Cantu-**Chan, IT Project Implementation	**John Uy**, Information Technology Advisory Committee (21-22)
III.D. Financial Resources	**Brandon Gillett**, Business Division	**Phil Wolf**, Physics/Engineering **Emily Woolery**, Library/Learning Resources	**Morris Rodrigue**, Administrative Services **Rosa Royce**, Fiscal Services	**Anqi Zhao** (21-22) **An Ha**, AS (21-22)
IV.A. Decision-Making Roles and Processes	**Gloria Munguia**, Student Services	**Chisa Uyeki**, Library/Learning Resources	**Rosa Royce**, Fiscal Service	**Valerie Menna** (21-22)

Standard	Classified Professionals	Faculty	Administrators	Students
IV.B. Chief Executive Officer	**Yvette Garcia**, Event Services **Brigitte Hebert**, President's Office	**Emily Woolery**, Library/Learning Resources	**Madelyn Arballo**, School of Continuing Education	**An Ha**, AS (21-22) (22-23)
IV.C. Governing Board	**Liz Callahan**, Instruction	**Tamra Horton**, English	**Koji Uesugi**, Student Service	**Juan Mendoza**, Student Trustee (21-22)

Finishing Teams

Standard	Classified Professionals	Faculty	Administrators
I.A. Mission	**Rosa Asencio**, Career Center	**Michael Engelhardt**, Music **Missy Cunningham**, Administration of Justice	**Liza Becker**, School of Continuing Education **Yen Mai**, Marketing **Sara Plesetz**, Technology and Health
I.B. Assuring Academic Quality and Institutional Effectiveness	**Eva Figueroa**, Faculty Center for Learning Technology **Cathy Stute**, Research and Institutional Effectiveness **Doris Torres**, Research and Institutional Effectiveness	**Stacy Bradshaw**, Communication **Chris Jackson**, Outcomes **Ken Klawitter**, Speech Communication **Irving Lai**, Math **Nathan Tharp**, Music	**Fawaz Al-Malood**, Business **Minerva Avila**, School of Continuing Education **Patty Quiñones**, Research and Institutional Effectiveness
I.C. Institutional Integrity	**James Reed**, Natural Sciences **Loralyn Isomura**, Instruction	**Malcolm Rickard**, Physics **Kim Earhart**, History **Sierra Powell**, Political Science **Mark Cooper**, Biology	**Tammy Knott-Silva**, Kinesiology **Minerva Avila**, School of Continuing Education **Sylvia Ruano**, Instruction

Standard	Classified Professionals	Faculty	Administrators
II.A. Instructional Programs	**Irene Pinedo**, Instruction	**Victoria Abatay**, Nursing **Kelly Coreas**, Outcomes **L.E. Foisia**, School of Continuing Education **Scott Guth**, Math **Zina McFarland-Stagg**, School of Continuing Education **Maura Palacios Mejia**, Biology **Carmen Rexach**, Biology	**Denise Bailey**, Natural Sciences **Katie Datko**, Distance Learning **Michelle Sampat**, Arts **John Vitullo**, Natural Sciences
II.B. Library and Learning Support Services	**Andrea Gonzales**, Library/Learning Resources **Jannet Ortiz**, Library/Learning Resources **Tiffany Rusich**, School of Continuing Education	**Kolap Samel**, Library/Learning Resources **Pauline Swartz**, Library/Learning Resources	**Liza Becker**, School of Continuing Education **Romelia Salinas**, Library/Learning Resources
II.C. Student Support Services	**Maridelle Acero**, Student Services **Cathi Hilario-Alvarado**, Student Services **Gio Rodriguez**, Student Life **Ana Uriarte**, Admissions	**Alixandria Lopez**, Speech Forensics **Cameron Troxell**, Math	**Lesley Johnson**, School of Continuing Education **Tom Mauch**, Student Services **Koji Uesugi**, Student Services

Standard	Classified Professionals	Faculty	Administrators
III.A. Human Resources	**Elizabeth Jauregui**, Human Resources **Mary McGee**, Business **Maile Murillo**, Human Resources **Sangvan Thaysangkram**, Humanities	**Carolyn Lake-Bain**, Counseling **Emily Woolery**, Library/Learning Resources	**Jennifer Galbraith**, Business **Tami Pearson**, School of Continuing Education **Ryan Wilson**, Human Resources
III.B. Physical Resources	**Cathy Hayward**, Design and Construction **Frances Loera**, Library/Learning Resources **Caitlin Rodriguez**, Design and Construction	**James Stone**, Political Science	**Joe Jennum**, Kinesiology **Gary Nellesen**, Facilities Planning **Tami Pearson**, School of Continuing Education
III.C. Technology Resources	**Tom Cao**, Information Technology **Kate Morales**, Information Technology **Krystal Yeo**, School of Continuing Education	**Richard Genovese**, Fire Technology **Hong Guo**, Library/Learning Resources	**Fawaz Al-Malood**, Business **Anthony Moore**, Information Technology **Chris Schroeder**, Information and Data Security
III.D. Financial Resources	**Rajni Chawla**, Child Development Center **Julie Moreno**, Fiscal Services **Yadira Santiago**, Administrative Services	**Martha Hall**, Math **Ralph Jagodka**, Business **Mary McGuire**, Art History **Masoud Roueintan**, Chemistry	**Sam Agdasi**, Technology and Health **Madelyn Arballo**, School of Continuing Education **Morris Rodrigue**, Administrative Services **Rosa Royce**, Fiscal Services **Marisa Ziegenhohn**, Fiscal Services

Standard	Classified Professionals	Faculty	Administrators
IV.A. Decision-Making Roles and Processes	**Marlene Espina**, Professional Development **Kim Garcia**, Arts **Marcell Gilmore**, Research and Institutional Effectiveness **Carol Nelson**, Presidents Office **Cynthia Orr**, Marketing	**Tamra Horton**, English **Phil Wolf**, Physics	**Madelyn Arballo**, School of Continuing Education **Karelyn Hoover**, Humanities **Michelle Sampat**, Arts **Juan Mendoza**, Student Trustee
IV.B. Chief Executive Officer	**Brigitte Hebert**, Presidents Office	**Beta Meyer**, Biology	**Madelyn Arballo**, School of Continuing Education **Meghan Chen**, Instruction **Jill Dolan**, Public Affairs **Kelly Fowler**, Instruction **Adrienne Price**, Grants
IV.C. Governing Board	**Liz Callahan**, Instruction **Yvette Garcia**, Events Services	**Jessica Jun**, Nursing **Karen Schnurbusch**, Physics **Carola Wright**, Biology	**Nicole Blean**, Writing Center **Lance Heard**, Humanities

Accreditation Technical Support Team

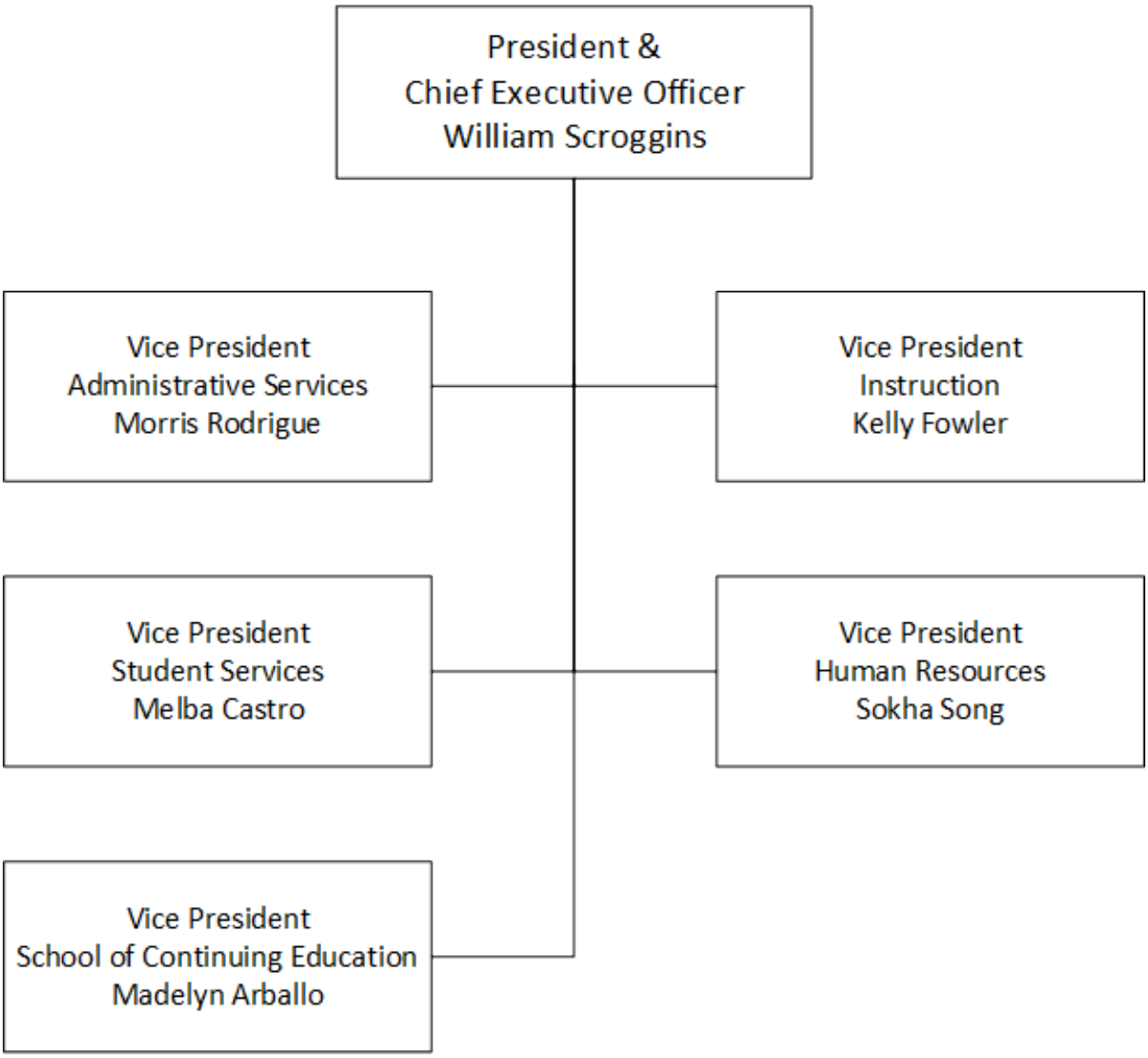
Member	Position
Jeffrey George	Web Designer
Lee Jones	Assistant Director of IT Technical Support
Eric Turner	Assistant Director of Web and Portal Services
Michael Carr	Director of Academic Technology
John Lewallen	Coordinator of Graphic Design
Kevin Buriel	Student; Accessibility Support Team
David Buriel-Vasquez	Student; Accessibility Support Team
Gabriela Liera	Student; Accessibility Support Team
Bryyan Ruiz	Student; Accessibility Support Team

Evidence List

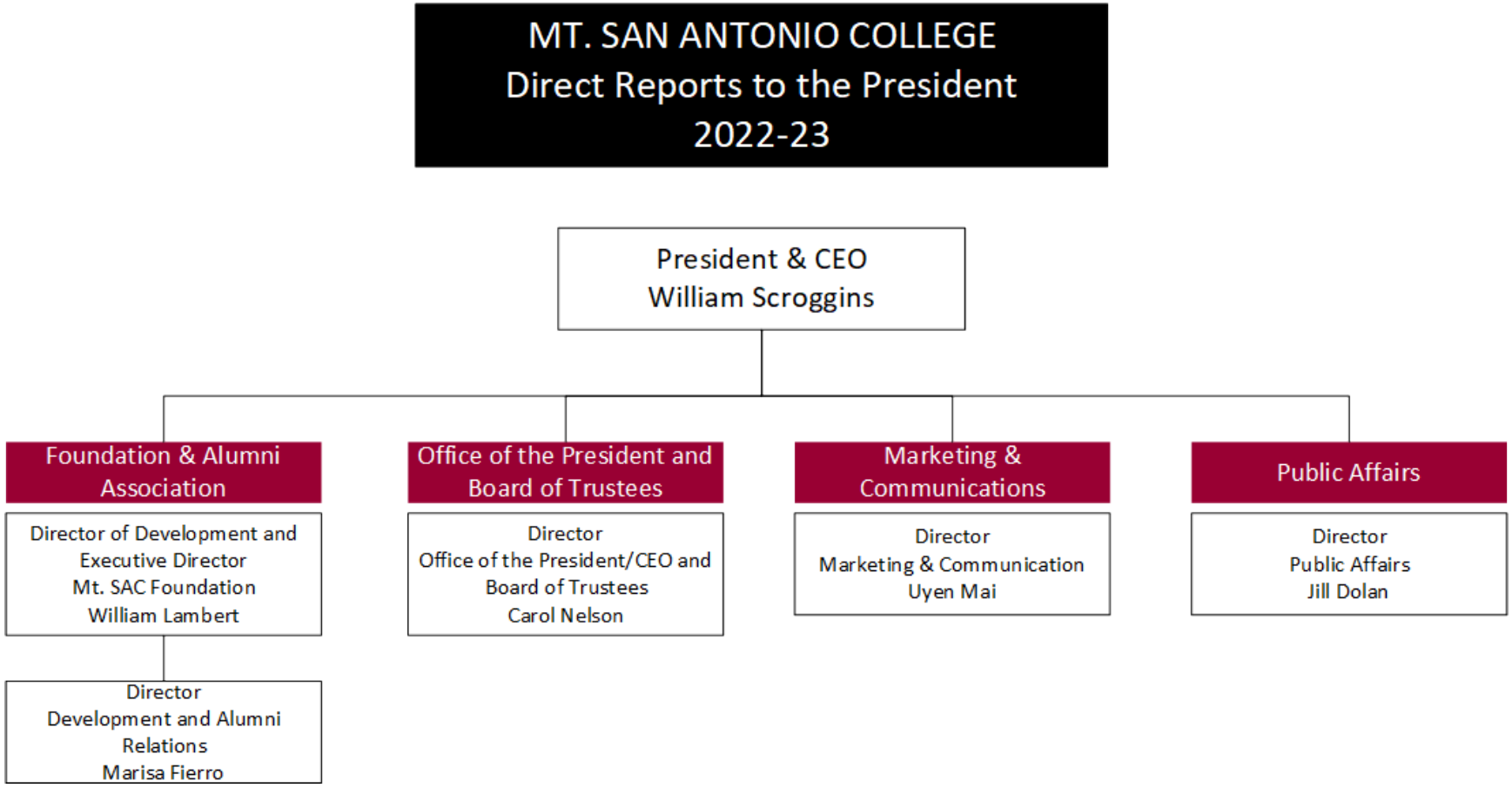
- IV.B.3.6 ASC Purpose and Function
- IV.C.13.2 2024 ISER Timeline
- INT-C.1 Lessons Learned 2017
- INT-C.2 Weaving Our Story Video
- IV.B.4.5 Accreditation 2024 Webpage
- INT-C.3 Weaving Team Memo
- INT-C.4 Resource Teams Standards Map
- INT-C.5 Resource Memo to Academic Senate
- IV.B.4.8 Accreditation Open Forums
- IV.B.4.6 Accreditation Email
- IV.B.4.7 Accreditation Newsletter
- IV.B.4.1 Cabinet Notes 5-10-22
- IV.B.4.2 ASC Update to PAC 6-8-22
- IV.B.4.3 Board Study Session 10-16-21
- INT-C.6 Associated Students 8-30-22
- IV.B.4.4 Management Staff Meeting 9-1-22
- INT-C.7 Flex Day Spring 2023
- INT-C.8 Hot Pink Sheet Issue 2
- IV.B.4.9 ISER Comment Form
- IV.B.4.10 ISER Review Listening Sessions

D. Organizational Information

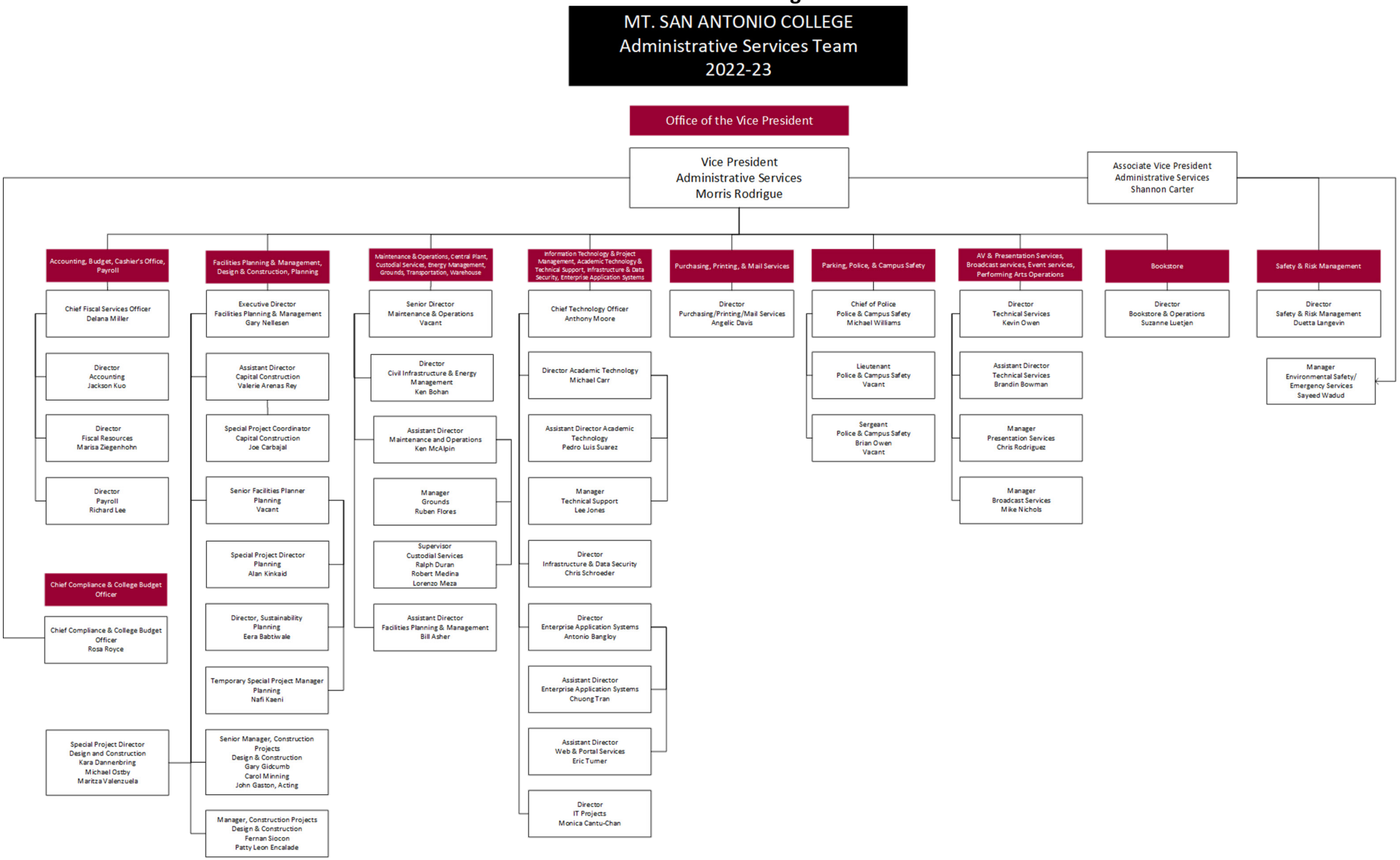
Mt. SAC Management Organizational Structure



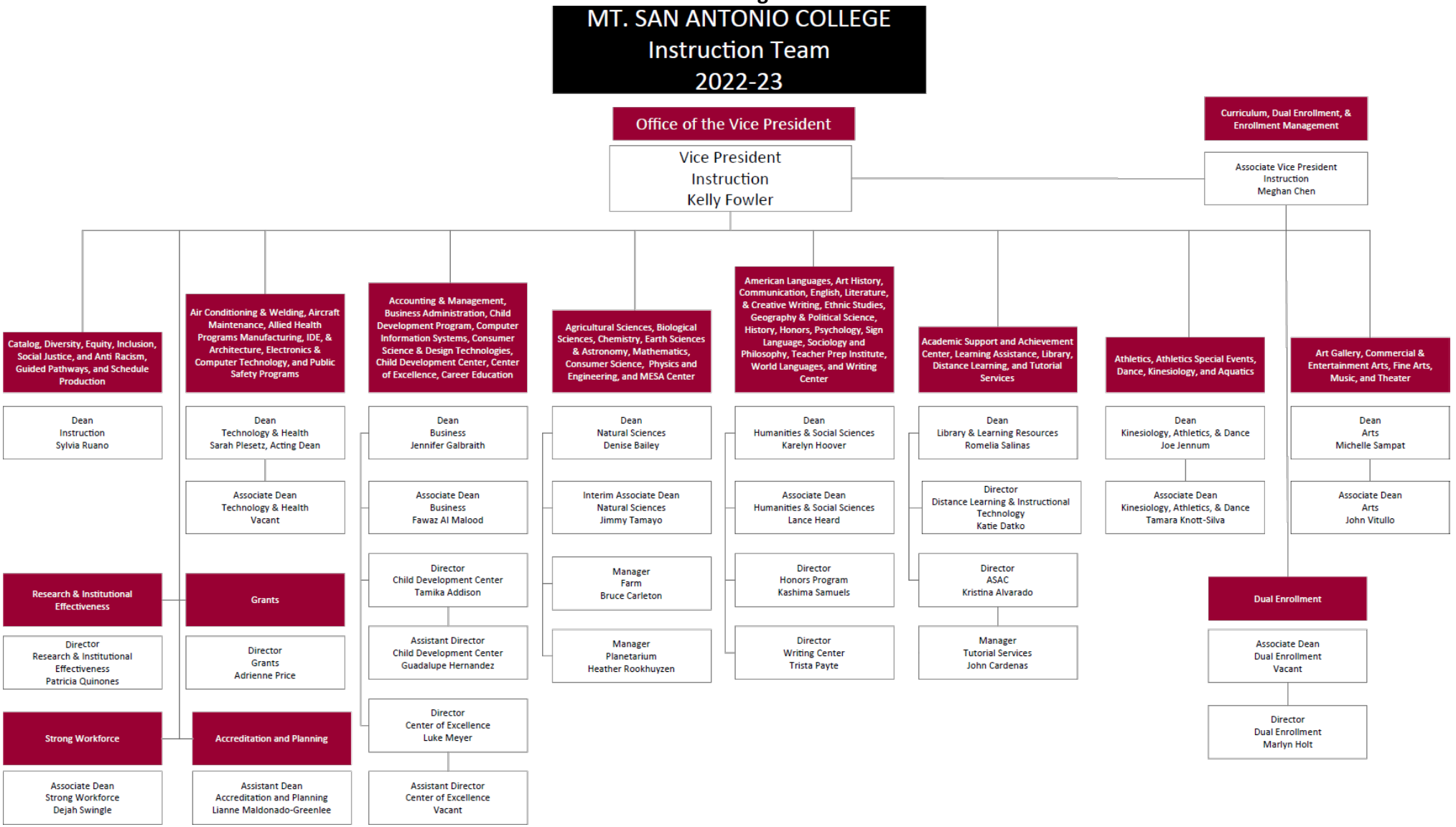
Mt. SAC Direct Reports to the President



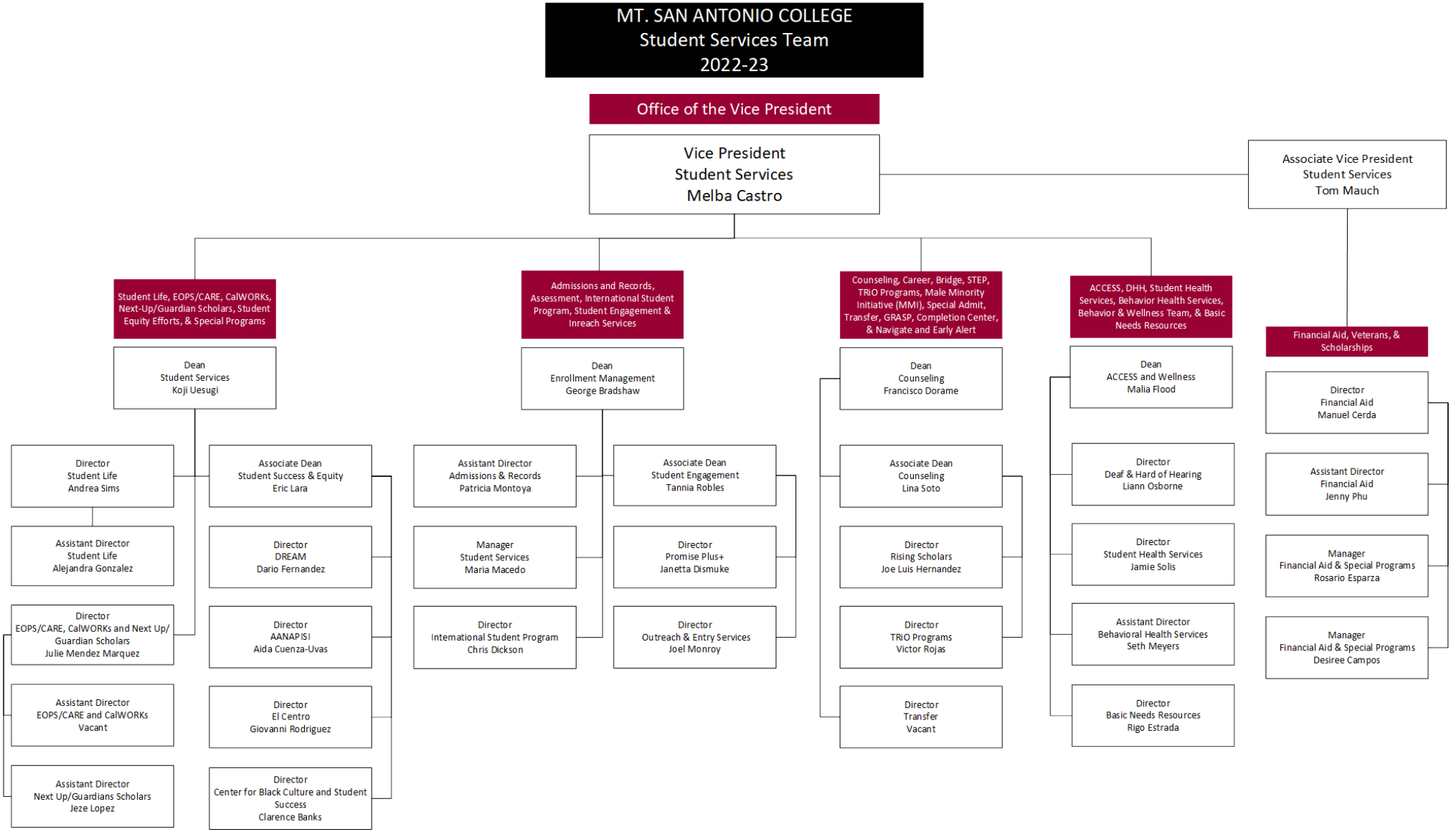
Mt. SAC Administrative Services Team Organizational Structure



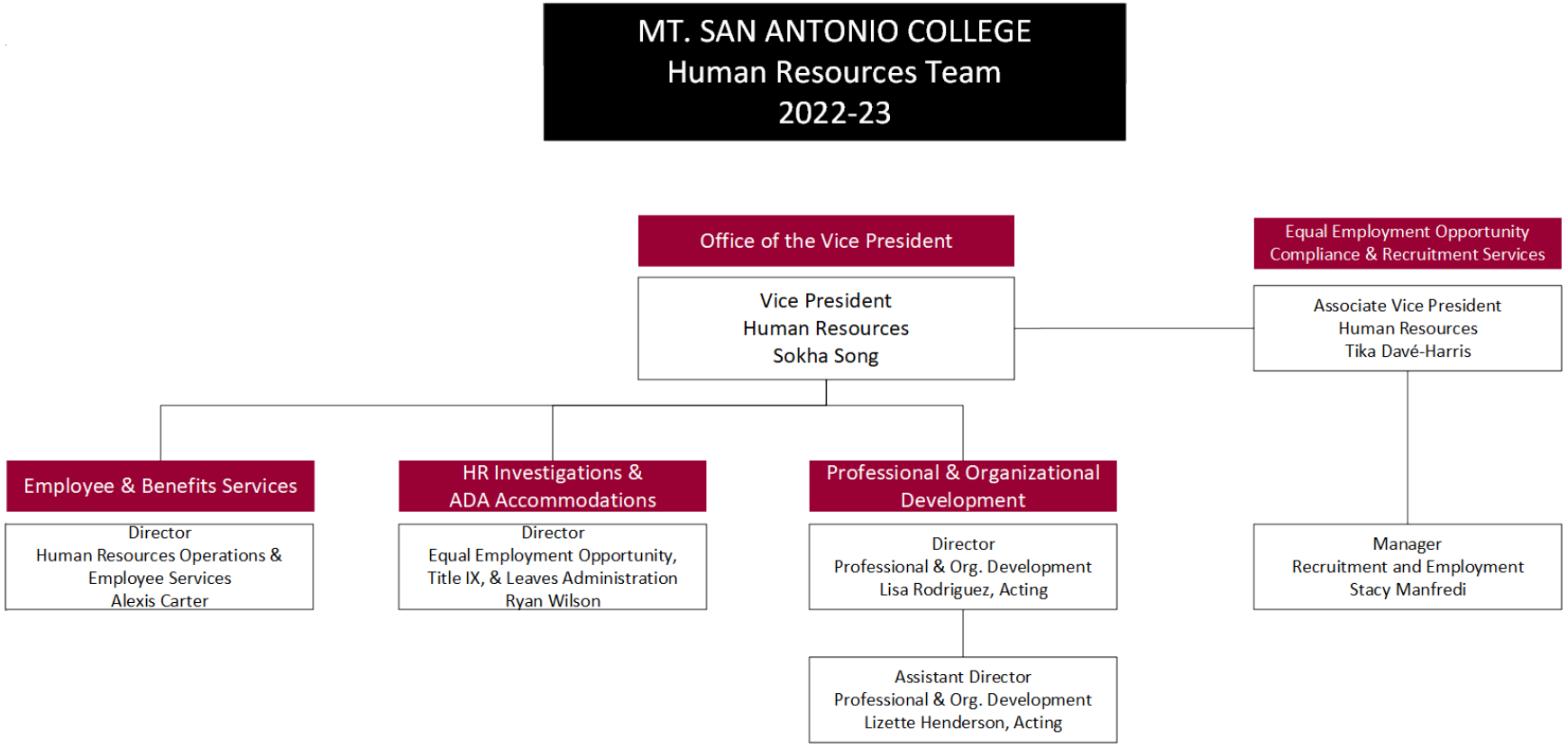
Mt. SAC Instruction Team Organizational Structure



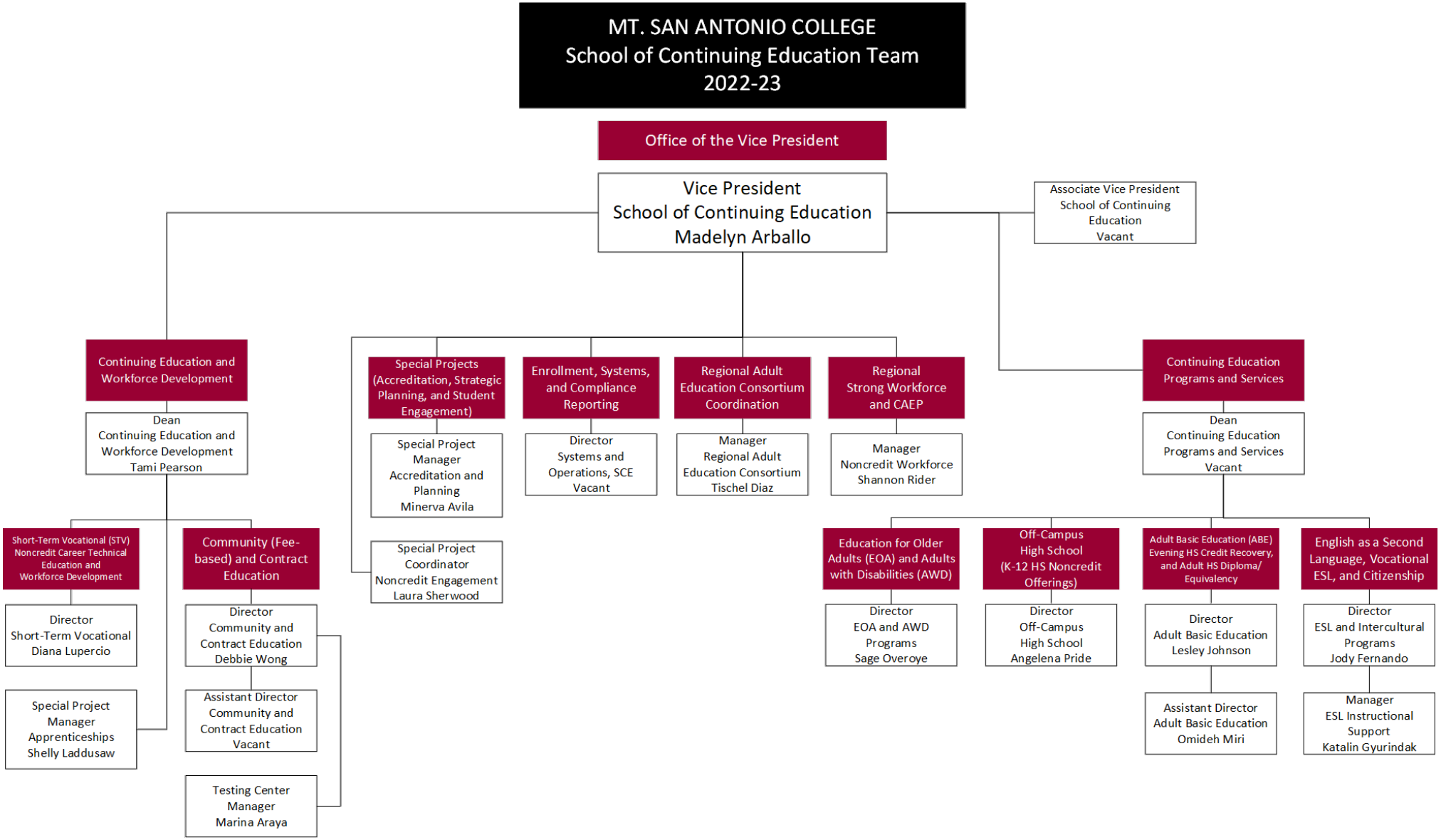
Mt. SAC Student Services Team Organizational Structure



Mt. SAC Human Resources Team Organizational Structure



Mt. SAC School of Continuing Education Team Organizational Structure



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Mt. San Antonio College (Mt. SAC) is a public, two-year community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Mt. San Antonio College District (IV.C.6.1 BP 2010 Board Membership). The Board of Trustees governs on behalf of the residents of the district in accordance with the authority granted and duties defined in the California Education Code Section 70902. The College 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 that parallel the first two years of the curricula for state universities (I.C.12.4 ACCJC Accreditation Letter 6-23-17).

ACCJC approved Mt. SAC to offer a Bachelor of Science degree in Histotechnology and an implementation work group is in place (I.C.12.10 BS in Histotechnology Sub Change Approval Letter; I.A.3.13 Histotechnology Implementation Workgroup). The School of Continuing Education (SCE) is accredited by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) (I.C.12.7 ACS WASC Accreditation Letter 6-29-18). SCE will reaffirm its ACS WASC accreditation in the Spring of 2024.

Students Participating in an Education for Older Adults Program

Image Credit: Jeffrey George

Eligibility Requirement 2: Operational Status

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

Mt. SAC has operated continuously since its inception in 1946 and, in accordance with the mission, vision and core values, serves students who are actively pursuing degree and certificate programs as well as those with transfer and life-long learning goals (I.A.4.1 Mission, Vision, Values, Priorities). The annual headcount for credit and noncredit was 62,326 students for 2021-22 (INT-E.1 ACCJC Annual Report 4-23). The schedule of classes and College Catalog further illustrate the College's continuing operational status (INT-E.2 Schedule of Classes; I.B.2.7 Mt. SAC Catalog).

Eligibility Requirement 3: Degrees

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

Mt. SAC offers a wide range of educational programs leading to degrees (INT-E.3 Certificates and Degrees Defined). A significant proportion of students are enrolled in degree programs.

TERM	Total # of Courses Offered	Number of Degree Applicable Courses	Percentage of Degree Applicable Courses
Fall 2020	3157	2955	94%
Fall 2021	3226	3055	95%
Fall 2022	3155	3021	96%

YEAR	Unduplicated Headcount	Unduplicated Headcount Enrolled In At Least One Degree Applicable Course	Percentage in Degree Applicable Courses
2020-21	39567	39335	99%
2021-22	36582	36397	99%

A student who is enrolled in the College full-time can complete the requirements for a degree, including general education requirements, in two academic years (INT-E.4 A-Z Programs List; INT-E.5 Degrees and Programs List; INT-E.6 General Education Requirements). The full list of degrees, course credit requirements, and length of study for each degree program is listed online in the College Catalog and in the College Course Schedule (I.B.2.7 Mt. SAC Catalog pp. 64-239). Mt. SAC saw a total credit student headcount of 36,582 students in 2021-22, with an enrollment in credit degree applicable courses of 36,397 students (I.B.5.6 20-21 Rates by Modality; INT-E.1 ACCJC Annual Report 4-23). In 2021–22, the College awarded 3,793 associate degrees and 1,686 certificates (I.A.2.1 BOT Report – Key Performance Metrics; I.A.2.2 Degree Awards Data). Non-degree programs are offered in the School of Continuing Education, which served 36,185 in 2020-21 (INT-E.7 SCE Research Plan p. 4). Mt. SAC anticipates offering baccalaureate degrees in Histotechnology beginning in the fall of 2024 (I.A.3.13 Histotechnology

Implementation Workgroup).

Eligibility Requirement 4: Chief Executive Officer

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

The President/Chief Executive Officer (CEO) of Mt. SAC is appointed by the governing board per Board Policy 2430 (IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO). The President/CEO administers Board Policies and serves as the secretary to the governing board; the president of the Board is elected at the annual organizational meeting by the Board under Board Policy 2210 (INT-E.8 BP 2210 Officers; INT-E.9 BOT Organizational Meeting 12-14-22). The President/CEO's office is in Founders Hall, Building 10 (INT-E.10 Campus Map).

President/CEO Dr. William T. Scroggins served from 2011-2023 (INT-E.11 Biographical Information; INT-E.12 Reflections: Social Justice; INT-E.13 Conversation with the President - Advancing Professional Development; INT-E.14 Conversation with the President - Collaboration in Interest-Based Bargaining; INT-E.15 Implementing the Student Centered Funding Formula; INT-E.16 Transparency in Cabinet Notes). Following the successful tenure of Dr. Scroggins, the College notified the Commission of the newly selected President/CEO, Dr. Martha Garcia, who began her presidency in July 2023 (INT-E.17 Email to ACCJC Regarding New CEO; INT-E.18 New President/CEO Announcement).

Eligibility Requirement 5: Financial Accountability

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

In accordance with Title 5 regulations, the College annually engages with independent external auditors to complete an audit of all funds, books, and accounts. The College audit reports for the years ending June 30, 2020, 2021, and 2022, include unmodified audit opinions, demonstrating high integrity of fiscal management practices and internal controls (III.D.5.5 2019-20 Audit; III.D.5.6 2020-21 Audit; III.D.5.7 2021-22 Audit p. 108). The audit also includes reporting on internal control over compliance related to major programs and an opinion on compliance with Federal status, regulations, and terms and conditions of Federal awards. The College monitors and manages student loan default rates, revenue streams, and assets.

Financial information is disseminated across the campus in a timely manner. Audit findings are also presented to the Institutional Effectiveness Committee and posted on the Fiscal Services website after they are presented to the Board of Trustees (III.D.7.2 2020-21 ACCJC Annual Fiscal Report item 17; III.D.7.3 IEC Minutes 3-14-21). Regular budget presentations are made to the

Budget Committee, the President's Cabinet, and the Board of Trustees (III.D.2.5 2022-23 Adopted Budget Presentation). The President/CEO also uses his weekly Cabinet Action Notes to disseminate information about budget matters to the campus and community (III.D.2.12 Cabinet Action Notes 12-13-22 p. 17). Standard III.D explains past, current, and proposed budgets, certified independent audits, financial aid program review and audits, and student loan default rates and relevant governmental reports.

Evidence List

ER 1

- IV.C.6.1 BP 2010 Board Membership
- I.C.12.4 ACCJC Accreditation Letter 6-23-17
- I.C.12.10 BS in Histotechnology Sub Change Approval Letter
- I.A.3.13 Histotechnology Implementation Workgroup
- I.C.12.7 ACS WASC Accreditation Letter 6-29-18

ER 2

- I.A.4.1 Mission, Vision, Values, Priorities
- INT-E.1 ACCJC Annual Report 4-23
- INT-E.2 Schedule of Classes
- I.B.2.7 Mt. SAC Catalog

ER 3

- INT-E.3 Certificates and Degrees Defined
- INT-E.4 A-Z Programs List
- INT-E.5 Degrees and Programs List
- INT-E.6 General Education Requirements
- I.B.2.7 Mt. SAC Catalog pg. 64-239
- I.B.5.6 20-21 Rates by Modality
- INT-E.1 ACCJC Annual Report 4-23
- I.A.2.1 BOT Report – Key Performance Metrics
- I.A.2.2 Degree Awards Data
- INT-E.7 SCE Research Plan p. 4
- I.A.3.13 Histotechnology Implementation Workgroup

ER 4

- IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO
- INT-E.8 BP 2210 Officers
- INT-E.9 BOT Organizational Meeting 12-14-22
- INT-E.10 Campus Map
- INT-E.11 Biographical Information
- INT-E.12 Reflections: Social Justice
- INT-E.13 Conversation with the President - Advancing Professional Development
- INT-E.14 Conversation with the President - Collaboration in Interest-Based Bargaining
- INT-E.15 Implementing the Student Centered Funding Formula
- INT-E.16 Transparency in Cabinet Notes
- INT-E.17 Email to ACCJC Regarding New CEO
- INT-E.18 New President/CEO Announcement

ER 5

- III.D.5.5 2019-20 Audit
- III.D.5.6 2020-21 Audit
- III.D.5.7 2021-22 Audit p. 108
- III.D.7.2 2020-21 ACCJC Annual Fiscal Report item 17
- III.D.7.3 IEC Minutes 3-14-21
- III.D.2.5 2022-23 Adopted Budget Presentation
- III.D.2.12 Cabinet Action Notes 12-13-22 p. 17

F. Certification of Continued Institutional Compliance with Commission Policies

Mt. San Antonio College (Mt. SAC) certifies its continued compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Accreditation link on the College's main webpage leads to the accreditation site which provides links to previous accreditation reports and letters, substantive change documents, and letters from the ACCJC reaffirming accreditation (I.C.1.18 Accreditation Status; I.C.12.3 Accreditation Webpage). The College announced the evaluation visit and provided numerous opportunities for third party comments (INT-F.1 Announcement of Upcoming Visit). The Institutional Self-Evaluation Report (ISER) was presented to the campus for comment at both in person and online forums. The ISER draft was published on the Mt. SAC accreditation website and the campus community provided comments, including anonymous submissions via an online form (IV.B.4.9 ISER Comment Form; IV.B.4.10 ISER Review Listening Sessions). The Board of Trustees evaluated the ISER, and public commentary is part of the Board process. The College accreditation webpage also includes a direct link to the ACCJC complaint process which provides detailed information about complaints against member institutions, complaints against the commission, and comments from third parties (INT-F.2 Third Party Comment Link). The above statements as well as the narrative in Standards I.C.12 and I.C.18 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Mt. SAC's identified key student achievement metrics are tracked regularly and disseminated campus wide. The College identified a minimum level of performance for each metric, known as the institution-set standards (ISS) (I.B.3.6 ISS and Stretch Goals on Data Dashboards). Standard I.B.3 details the process for setting ISS, evaluating the methodology used to establish ISS, and the process for communicating this data campus wide. The College incorporates ISS in the self-evaluation and improvement process. Standard I.B.3. and I.B.5. provide details on how student achievement metrics and ISS are integrated into the College's program review process. Mt. SAC reports on student achievement metrics and ISS to ACCJC annually. The ACCJC annual reports are posted on the Research and Institutional Effectiveness website for transparency (I.B.3.7 RIE Annual Reports). The above statements as well as the narrative in Standard I.B.3 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

All degrees from Mt. SAC consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60-unit minimum requirement (I.B.2.7 Mt. SAC Catalog). In addition, the College Catalog presents the units required for degrees, transfer, and certificates (I.B.2.7 Mt. SAC Catalog).

Tuition is consistent across degree programs. All student fees are clearly posted in the Catalog (I.B.2.7 Mt. SAC Catalog) and on the website as detailed in Standard I.C.6. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 and Administrative Procedure 4020 (I.B.2.8 AP 4020 Program and Curriculum Development). Mt. SAC follows the federal standards for clock-to-credit-hour conversions. Administrative Procedure (AP) 4024 defines a unit of credit as 18 lecture contact hours plus a minimum of 36 additional hours of related independent student work for a total of 54 laboratory or activity contact hours (II.A.9.7 AP 4024 Units-to-Contact-Hour Relationship). The exceptions are work experience and internship courses, which award one unit of credit in compliance with Title 5 specifications under section 55256.5 for each 75 hours of paid work or 60 hours of unpaid work (II.A.9.8 AP 4103 Work Experience). The Mt. SAC Catalog describes credits awarded for the successful completion of each course (I.B.2.7 Mt. SAC Catalog). The above statements as well as the narrative in Standards on I.B.2 and II.A 9 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

Students Attending a Transfer Fair

Image Credit: Robert Bledsoe

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Mt. SAC utilizes approved policies and procedures to address the transfer of classes to other institutions. Transfer of credit policies are communicated to students in the College Catalog and on the College webpages (I.B.2.7 Mt. SAC Catalog). Additionally, mandatory orientation materials include information on the transfer of credits (INT-F.3 Orientation Guide pp. 10-15). Courses are evaluated for associate degree requirements from other regionally accredited colleges and universities using the California Community Colleges (CCC) Course Identification (C-ID) Numbering System. Mt. SAC courses are transferable to other colleges and universities via the same process and/or via articulation agreements (INT-F.4 BP/AP 4050 Articulation; INT-F.5 BP/AP 4235 Credit by Exam). The above statements and narrative included in Standards I.B.2 and II.A.10 as well as the College Catalog evidence compliance with this Commission Policy.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Mt. SAC does not offer any correspondence education courses. The College's Administrative Procedure (AP) 4105 Distance Learning defines and classifies distance education in alignment with federal regulations (I.C.8.8 AP 4105 Distance Learning). Mt. SAC does not offer any fully online degrees but does offer several fully online certificates (II.A.6.1 List of Fully Online Programs). Distance learning courses are developed, reviewed, and evaluated in the institution's curriculum approval processes through the Distance Learning Committee (DLC), as facilitated by the Educational Design Committee's course approval process (II.B.4.7 DLC Purpose and Function). The Distance Learning Course Amendment Form is the curriculum proposal form to document how a regular course can be offered in online or hybrid modality; the form is an official means for classifying a course as offered online or hybrid (II.A.3.18 Distance Learning Amendment Form). All instructors must receive certification to teach online courses through a College developed training or an approved equivalent and must re-certify every four years to maintain eligibility to teach online (II.A.7.10 DL SPOT and Equivalents). Training for using the local learning management system is presented through the Faculty Center for Learning Technology (III.C.4.6 FCLT Resources and Services).

The 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. Ethos Identity Manager is used for Single Sign-On to control authentication and protect application access (III.C.3.4 Ethos IdP). 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 (II.C.8.2 AP 3310 Records Retention and Destruction). Mt. SAC's Information Technology Department provides sufficient and timely support to students, faculty, and classified professionals through IT Help Desk assistance (III.C.1.21 IT Help Desk Hours; III.C.1.22 FreshService Report). The College bases its technology plans and investments on classroom needs to enhance student success and student equity, including programs and services, through the Information Technology Advisory Committee,

Distance Learning Committee, and updates to the Technology Master Plan. Technology resource decisions related to online teaching are based on the results of the evaluation of program and services needs through documentation in annual program review (I.B.9.19 ITAC Purpose and Function; I.B.9.3 Technology Master Plan). The above statements as well as the narrative in Standards I.B.9, II.B.4, II.A.3, II.A.6, II.A.7, II.C.8, and III.C.2 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Mt. SAC utilizes clear policies and procedures related to discrimination, complaints, and grievances. Students can find Administrative Procedure (AP) 5530 Student Rights and Grievances on the Mt. SAC webpage (INT-F.6 AP 5530 Student Rights and Grievances). The Mt. SAC Student Life Complaints and Grievances website and the College catalog provide an overview of the complaint process (INT-F.7 Student Life Complaints Website; I.B.2.7 Mt. SAC Catalog p. 486). The Student Rights and Grievances procedures provide website links for the College's non-discrimination and harassment procedures, the Chancellor's Office complaint on unlawful discrimination, the Office of Civil Rights, and the Department of Fair Employment and Housing. The Student Grievance Form is used to initiate an academic and/or a non-academic complaint (INT-F.8 Student Grievance Form).

For Title IV participation compliance (Financial Aid), student rights and complaint procedures are posted on the Financial Aid website, under the Financial Aid Right to Challenge website (INT-F.9 Financial Aid FERPA Website). This section reviews the Family Educational Rights and Privacy Act, disclosure of financial aid records, right to review and amend financial aid records, record keeping, and right to file a complaint with the United States Department of Education. There is also a right to challenge section which integrates with the Student Rights and Grievance Procedures and discloses the appeal process for students to follow.

Student Grievance files are maintained in the College's OnBase data storage in the Student Life Office. The files contain all levels of informal and formal complaints, with the responses from the appropriate employees and the final outcome of the grievance including any appeal. All files are compliant with the Student Grievance Procedures (INT-F.10 Level I Sample; INT-F.11 Level II Sample; INT-F.12 Level III Results; INT-F.13 Grievance Review Results).

For Title IV participation compliance (Financial Aid), student financial aid records are stored in the College's Banner system application. Financial Aid staff members are instructed to record and document interactions with students via the RHACOMM page in Banner; this is used to comply with federal, state, and institutional rules and regulations, and for tracking purposes. When a student exercises the right to further challenge, the Director of Financial Aid is in receipt of written records, which are kept in a locked cabinet until the case reaches resolution; upon resolution, records are scanned and stored electronically in the College's OnBase data system (INT-F.14 OnBase User Guide).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Mt. SAC provides information to its students and to the public that is accurate, timely, and detailed about its programs, locations, and policies. The communication of this information is varied and includes traditional and digital strategies. The Mt. SAC website, the online College Catalog, signage on campus, counseling sessions, class announcements, and print materials such as the student handbook are the primary tools used for communicating required information as specified in the Accreditation Standards, including current course and academic program details, as well as regulatory and enrollment information related to current academic programs offered. The responsibility for the accuracy of this information lies across campus divisions and departments. The Information Technology Web and Portal Services Team maintains and continuously updates the College's Web Content Management System (WebCMS). Individual departments update webpages as their programs and services change.

The Marketing and Communication Office oversees enrollment marketing. Strategies depend on the goals, but advertising includes online search/display, social media, print, direct mail, broadcast/video/television, radio/podcast, outdoor advertising, print publications, radio, and video. Mt. SAC announces its ACCJC and program accreditation status on the College website, with detailed contact information for each of the associations that approve and accredit programs. The above statements as well as the narrative in Standards I.C.4, I.C.6, I.C.7, and I.C.8 demonstrate evidence of Mt. SAC's compliance with the Commission policy.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

An external auditing firm audits Mt. SAC annually. This audit includes the assessment of the internal controls for governmental funds, Title IV financial aid funds, grants, and externally funded programs. Mt. SAC demonstrates compliance with Federal Title IV regulations and requirements for student financial aid funds. These funds are part of the College's annual external audit. As noted in standards III.D.10; III.D.15, and III.D.16, the College has not received any audit findings related to these funds nor has the United States Department of Education raised any issues with Mt. SAC regarding Title IV.

Student loan default rates

Mt. SAC's Financial Aid Office utilizes policies and procedures to adhere to Title IV of the Higher Education Act. For the last three years, Mt. SAC's Cohort Default Rate has remained steady, ranging from 8 percent to 14 percent with each Department release, which is below the Department of Education's threshold. Mt. SAC's annual cohort default rates are within federal guidelines. More information can be found in Standard III.D.10.

Contractual relationships of the institution to offer or receive educational, library, and support services

The School of Continuing Education's (SCE) Community Education (CE) department partners with ed2go, a company which delivers online learning to adults. The agreement between Mt. SAC and ed2go stipulates that all fiscal and administrative processes are maintained by ed2go. Student records, online security, and tuition are handled as part of ed2go's administrative responsibilities. The company monitors enrollment, attendance, student progress, and class completion (INT-F.15 ed2go). To ensure that courses meet the standards for rigor and relevancy, Mt. SAC academic administrators periodically review course syllabi and course assignments. Students do not receive college credit, but ed2go provides certificates denoting satisfactory completion of course objectives. The above statements and the narrative in Standards III.D.10 and III.D.16 provide evidence of compliance with this policy.

Evidence List

- I.C.1.18 Accreditation Status
- I.C.12.3 Accreditation Webpage
- INT-F.1 Announcement of Upcoming Visit
- IV.B.4.9 ISER Comment Form
- IV.B.4.10 ISER Review Listening Sessions
- INT-F.2 Third Party Comment Link
- I.B.3.6 ISS and Stretch Goals on Data Dashboards
- I.B.3.7 RIE Annual Reports
- I.B.2.7 Mt. SAC Catalog
- I.B.2.8 AP 4020 Program and Curriculum Development
- II.A.9.7 AP 4024 Units-to-Contact-Hour Relationship
- II.A.9.8 AP 4103 Work Experience
- INT-F.3 Orientation Guide pp. 10-15
- INT-F.4 BP/AP 4050 Articulation
- INT-F.5 BP/AP 4235 Credit by Exam
- I.C.8.8 AP 4105 Distance Learning
- II.A.6.1 List of Fully Online Programs
- II.B.4.7 DLC Purpose and Function
- II.A.3.18 Distance Learning Amendment Form
- II.A.7.10 DL SPOT and Equivalents
- III.C.4.6 FCLT Resources and Services
- III.C.3.4 Ethos IdP
- II.C.8.2 AP 3310 Records Retention and Destruction
- III.C.1.21 IT Help Desk Hours
- III.C.1.22 FreshService Report
- I.B.9.19 ITAC Purpose and Function
- I.B.9.3 Technology Master Plan
- INT-F.6 AP 5530 Student Rights and Grievances
- INT-F.7 Student Life Complaints Website
- I.B.2.7 Mt. SAC Catalog p. 486
- INT-F.8 Student Grievance Form
- INT-F.9 Financial Aid FERPA Website
- INT-F.10 Level I Sample
- INT-F.11 Level II Sample
- INT-F.12 Level III Results
- INT-F.13 Grievance Review Results
- INT-F.14 OnBase User Guide
- INT-F.15 ed2go

G. Institutional Analysis

Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

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

Evidence of Meeting the Standard

California Education Code provides the elements for the mission of Mt. San Antonio College (Mt. SAC). Central to this mission is offering academic and vocational instruction at the lower division level (I.A.1.1 California Education Code 66010.4). The Mission Statement, revised in 2022, establishes a foundation for inclusion and emphasizes the College's role of providing support services that help students achieve their full educational potential (I.A.1.2 BOT Approval of Mission, Vision, Values; I.A.1.3 PAC Approval of Mission, Vision, Values).

> *"The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences."*

In the mission, faculty, classified professionals, students, and administrators pledge to serve the intended student population by preparing students for lifelong learning, employment, career and transfer pathways, and the achievement of certificates and associate and bachelor's degrees. The Mt. SAC Mission Statement specifically describes a commitment to empowering students in achieving their educational goals. This is further supported by the Mt. SAC Vision

Statement, which supports an equitable and anti-racist educational experience.

> *"Mt. San Antonio College strives to be a fully student-centered and welcoming campus that provides our diverse community an educational experience which is anti-racist, integrated, connected, and technologically advanced with unique and distinguished programs in an expansive and sustainable environment. We will devote energy, thoughtfulness, and passion to provide leadership in community college teaching, programs, and services. We will provide quality educational programs and support services by advancing student achievement and equity within a climate of integrity and respect through our core values. We will consistently exceed the expectations of our students, our staff, and our community."*

Additionally, at the Board of Trustees' direction, the Core Values emphasize the College's educational purposes and commitment to student learning and achievement:

- Integrity: We treat each other honestly, ethically, and respectfully in an atmosphere of trust.
- Equity and Diversity: We value diversity in all aspects of the human condition. We pursue equity by empowering each person to achieve their success.
- Community Building: We collaborate in responsible partnerships through open communication, caring, and a cooperative spirit.
- Student Focus: We address the basic human and academic development needs of students and the community both in our planning and in our actions.
- Social Justice: We serve the whole person by choosing restorative justice over discipline, offering wellness and behavioral support instead of exclusion, and actively creating an atmosphere of safety and support.
- Anti-racism: We are actively and unapologetically anti-racist in all aspects of our work.
- Lifelong Learning: We promote the continuing pursuit of learning through equal access to high-quality teaching and support services.
- Positive Spirit: We work harmoniously, show empathy, and take pride in our work.
- Effective Stewardship: We maintain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funds.
- Sustainability: We value environmentally conscious practices and prioritize the planning and implementation of activities that improve the environment.

Analysis and Evaluation

The Mission Statement describes the College's educational purposes, is inclusive of its intended student population, is committed to student equity, and recognizes the role of faculty, classified professionals, students, and administrators to provide services that support students to achieve their full educational potential. The College's commitment to student learning in the Mission Statement is supported by Mt. SAC's Vision and Core Values.

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

Evidence of Meeting the Standard

The College uses data to determine how effectively it is accomplishing its mission. An element of the Mt. SAC mission is to attain, "certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways" (I.A.2.1 BOT Report – Key Performance Metrics). The Office of Research and Institutional Effectiveness (RIE) developed a data dashboard that tracks the number of associate degrees, associate degrees for transfer, and certificates for the past five years. The data is disaggregated by division, department, and program. Degree awards data are also disaggregated by ethnicity and financial aid status (I.A.2.2 Degree Awards Data). Baccalaureate degree completion data will be added to the data dashboard as part of the program implementation. RIE regularly assesses whom the College is serving by providing a high school feeder data dashboard to which Mt. SAC high school partners have access (I.A.2.3 High School Feeder Dashboard Sample). Additionally, RIE has transitioned from an annual Factbook to a series of data dashboards that provide the College community the opportunity to interact with the data. The dashboards provide course success, retention rates, key performance indicators for first-year students, and awards. Data dashboards have also been developed for academic support centers and student services programs. All dashboards provide varying levels of disaggregation that include ethnicity, gender, financial aid status, and special populations (I.A.2.4 RIE Data Dashboard).

Students Celebrating at Commencement

Image Credit: Jeffrey George

Faculty, classified professionals, students, and administrators use systematic, broad-based evaluation, assessment, and planning in their operations to accomplish the College's mission,

which includes improving institutional effectiveness as well as academic quality. Mission-driven data, such as disaggregation based on ethnicity and financial aid, are used to set institutional and unit-level priorities including the development and revision of the Educational and Facilities Master Plan (EFMP) and for reviewing and setting institution-set standards (ISS) (I.A.2.5 EFMP Data Section). Qualitative data, such as review of committee goals and college plans, are used for the development and assessment of the Strategic Plan (I.A.2.6 Strategic Plan). Members of the Institutional Effectiveness Committee (IEC) lead the efforts of developing and assessing the goals of the Strategic Plan (I.A.2.7 IEC Committee; I.A.2.8 IEC Minutes 11-9-22).

Mission-driven data are used by faculty, classified professionals, and administrations to evaluate individual program effectiveness in the annual program review process known as Planning for Institutional Effectiveness (PIE). Disaggregated data are provided to units/departments for program review, planning, assessment, and improvement. The PIE process is a comprehensive and consistent process that informs all planning and assessment. As a reporting body to IEC, members of the PIE Committee are responsible for implementing and assessing planning processes (I.A.2.9 PIE Committee Purpose and Function). PIE requires all units/departments to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about outcomes assessment and its impact on student learning and achievement, as well as to plan improvement strategies for student learning and support services (I.A.2.10 Diagram Overview of PIE Process; I.A.2.11 PIE-Student Services: Access & Wellness Manager 2020-2021).

Analysis and Evaluation

Mt. San Antonio College uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting students' educational needs. Through the annual Planning for Institutional Effectiveness (PIE) process, which is driven by the mission, members of the PIE Committee and Institutional Effectiveness Committee provide leadership in the data analysis process to report on progress, institutional planning, evaluations, and assessment. Faculty, classified professionals, and administrators use these reports to evaluate how effectively they are accomplishing the mission and to provide direction for improvement.

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

Evidence of Meeting the Standard

The Mission Statement and the priorities derived from that mission guide Mt. SAC's decision-making, planning, and resource allocation process. Mt. SAC has a comprehensive, broad-based ongoing planning and evaluation cycle that is driven by the College mission (I.A.3.1 BP 3250 Institutional Planning; I.A.3.2 AP 3250 Institutional Planning). The Strategic Plan for 2021-25 includes six priorities (I.A.2.6 Strategic Plan):

1: *Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.*
2: *Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.*
3: *Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.*
4: *Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.*
5: *Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.*
6: *Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.*

Committees at Mt. SAC practice participatory governance, with representation from all employee constituency groups as well as students. The College mission and planning priorities drive the work of these committees (I.A.3.3 Committee Planning Memo). The work of these committees impacts the development and implementation of programs, degrees/credentials offered, and services that support student learning and achievement through the College's planning processes. These committees oversee and advise the College on issues of governance, operations, academics, and professional and workplace matters (I.A.3.4 College Committees).

Integrated planning meetings throughout the year bring together different constituency groups, with the College mission and priorities as the foundation. In these meetings, focused plans are developed to address the evolving needs of the student population. For example, a bi-annual coordination meeting/summit is held with categorically funded programs, Student Equity Plan programs and services, and Student Equity and Achievement Program (SEAP) funded projects to share progress, best practices, and ongoing concerns (I.A.3.5 Spring 2021 SEEC Summit Notes). Efforts to align resources and adopt strategies to improve successful student equity outcomes are discussed. Constituent groups that include administrators, faculty, classified professionals, and students complete this implementation process. Specifically, workgroups from the Student Preparation, Equity, and Achievement Council (SPEAC) bring constituent groups together to create and enact the Student Equity Plan (I.A.3.6 SPEAC Purpose and Function; I.A.3.7 Student Equity Plan 2019-22; I.A.3.8 Student Equity Plan 2022-25).

The College mission is central to the budget process. Funds are allocated to support and empower students to achieve their educational goals in an environment of academic excellence (I.A.3.9 BP 6200 Budget Preparation). The College carries out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals (I.A.3.10 Adopted Budget pp. 10-20).

Mt. SAC's program review process, Planning for Institutional Effectiveness (PIE), is directed by the College mission and priorities. Assessment occurs on multiple levels and is conducted by all departments and service units. Units set goals, plan assessments, collect data, and report on the use of results annually. PIE documents include the College's mission, themes, and priorities

derived from the Strategic Plan. The PIE process speaks directly to the themes present in the College mission and priorities, especially in terms of student success (I.A.2.11 PIE-Student Services: Access & Wellness Manager 2020-2021). Through the annual PIE process, which is guided by the mission, the College analyzes data to report on progress in meeting student learning outcomes (SLOs), program level outcomes (PLOs), and institutional level outcomes (ILOs) (I.A.3.11 ILO Definitions). The Outcomes Committee periodically reviews the ILOs in relationship to the College mission and makes recommendations for changes as needed (I.A.3.12 Outcomes Committee Minutes 4-18-23).

Once implemented, the newly approved baccalaureate program in histotechnology will provide students with a degree that leads directly to opportunities in the workforce at a high level of skill and compensation, improving their socio-economic standing and providing them with a stable career path, directly aligned with the College mission. A Bachelor of Science histotechnology implementation workgroup, composed of all constituencies, is guiding the integration of this new program into the decision-making and planning processes of the College (I.A.3.13 Histotechnology Implementation Workgroup).

Analysis and Evaluation

Mt. SAC's programs and services are aligned with its mission which guides decision-making, planning, and resource allocation, and informs College priorities for student learning and achievement. The College mission and priorities guide the work of participatory governance committees as programs, certificates, and degrees are developed to support student learning and achievement through data collection and application. Alignment to the mission and use of data involves connecting SLOs to PLOs to ILOs. The mission drives all planning activities at the College, as reflected in PIE reports completed by each department and program, updates to the Strategic Plan, and other implementation plans which are all part of Mt. SAC's integrated planning process.

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

Mt. SAC's Mission, Vision, and Core Values are central to the work of faculty, classified professionals, students, and administrators, and are displayed prominently on the Mt. SAC website, in the catalog, and in other regularly published documents (I.A.4.1 Mission, Vision, Values, Priorities; I.A.4.2 Spring 2023 Schedule of Classes Excerpt; I.A.4.3 Mountie Viewbook). A transparent and participatory process for reviewing and updating the mission begins with the President's Advisory Council (PAC) which reviews the Mission Statement, Vision, and Core Values annually (I.A.4.4 PAC Purpose and Function). A subgroup of PAC, composed of members of all employee groups and students, collaborates and brings suggested updates to PAC. Various constituency groups solicit feedback from their members and bring those suggestions back to PAC. In addition, the President/CEO requests feedback from the various committees on campus. PAC reviews and makes final recommendations for changes to the mission to the Board of Trustees for final approval (I.A.1.3 PAC Approval of Mission, Vision, Values; I.A.4.5 BP 1200 College Mission).

Analysis and Evaluation

Mt. SAC publishes its approved mission statement both on the website and in documents such as the catalog. Additionally, using a participatory governance process, the President's Advisory Council annually reviews the College mission, vision, core values, and priorities, and makes revisions as needed.

Conclusions on Standard I.A: Mission

The Mt. SAC mission provides the foundational guidance for the institution. The Mission Statement is widely published and frequently evaluated as it defines the College's purpose and guides planning and assessment efforts. The Mission Statement describes the intended student population, the types of degrees and credentials it offers, and affirms the College's commitment to student learning and achievement through its core focus on student success within an equitable and inclusive environment for learning. Data is used in assessing how well Mt. SAC accomplishes its mission and where institutional priorities, resource allocation, and goal development should be directed to address students' needs. The College's programs and student support services are consistent with the College's mission, as reflected in program reviews and institutional planning in every program, unit, and department across the campus.

Improvement Plan(s)

None.

Evidence List

I.A.1

- I.A.1.1 California Education Code 66010.4
- I.A.1.2 BOT Approval of Mission, Vision, Values
- I.A.1.3 PAC Approval of Mission, Vision, Values

I.A.2

- I.A.2.1 BOT Report – Key Performance Metrics
- I.A.2.2 Degree Awards Data
- I.A.2.3 High School Feeder Dashboard Sample
- I.A.2.4 RIE Data Dashboard
- I.A.2.5 EFMP Data Section
- I.A.2.6 Strategic Plan
- I.A.2.7 IEC Committee
- I.A.2.8 IEC Minutes 11-9-22
- I.A.2.9 PIE Committee Purpose and Function
- I.A.2.10 Diagram Overview of PIE Process
- I.A.2.11 PIE-Student Services: Access & Wellness Manager 2020-2021

I.A.3

- I.A.2.6 Strategic Plan
- I.A.3.1 BP 3250 Institutional Planning
- I.A.3.2 AP 3250 Institutional Planning
- I.A.3.3 Committee Planning Memo
- I.A.3.4 College Committees
- I.A.3.5 Spring 2021 SEEC Summit Notes
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-22
- I.A.3.8 Student Equity Plan 2022-25
- I.A.3.9 BP 6200 Budget Preparation
- I.A.3.10 Adopted Budget pp. 10-20

- I.A.2.11 PIE-Student Services: Access & Wellness Manager 2020-2021
- I.A.3.11 ILO Definitions
- I.A.3.12 Outcomes Committee Minutes 4-18-23
- I.A.3.13 Histotechnology Implementation Workgroup

I.A.4

- I.A.4.1 Mission, Vision, Values, Priorities
- I.A.4.2 Spring 2023 Schedule of Classes Excerpt
- I.A.4.3 Mountie Viewbook
- I.A.4.4 PAC Purpose and Function
- I.A.1.3 PAC Approval of Mission, Vision, Values
- I.A.4.5 BP 1200 College Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) has policies and processes in place to engage in sustained, substantive, and collegial discussions about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement, which take place in various committees and councils, with representation from campus constituent groups (I.B.1.1 List of Governance and Operational Committees). The College's committee structure includes three primary types of committees, governance, operational, and Academic Senate committees, which engage diverse membership representing students, California School Employees Association (CSEA) Chapters 262 & 651, Classified Senate, Academic Senate, Faculty Association, and administrators (I.B.1.2 Diverse Membership - IEC). Participatory governance structures are part of the culture of the College and support campus-wide integrated planning. Every year, College committees discuss issues related to their purpose and function, such as equity, outcomes, academic rigor, and effectiveness (I.B.1.3 Purpose and Function Student Equity; I.A.2.7 IEC Committee; I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC; I.A.4.4 PAC Purpose and Function). Committee representatives actively seek input from their constituency groups and use formal processes to regularly report updates. For example, the Academic Senate requires a report-out at meetings regarding each Academic Senate committee's work (I.B.1.5 Senate Minutes Report Out). The work of these committees has generated plans and recommendations for improvement submitted to the Academic Senate or the President's Advisory Council (PAC), such as the zero-cost digital textbook or low-cost materials designations in the online class schedule (I.B.1.6 Textbook Recommendation to AS and SPEAC; I.B.1.7 Online Schedule of Classes Search).

Outcomes

The Mt. SAC Outcomes Committee leads the review of outcomes and the ongoing cycle of improvement by working with the Curriculum and Instruction Council (C&I) and the Academic Senate. The Outcomes Committee reviews a sample of the courses undergoing review to ensure that student learning outcomes (SLOs) are available, assessed, and the use of results is included (I.B.1.8 Assessment Cycle Examples). Results from this work are sent to C&I for consideration as part of a full review of the course (I.B.1.9 Outcomes Committee Qualitative Feedback). Results are also communicated with department chairs and individual faculty (I.B.1.10 Outcomes Committee Qualitative Feedback). The Outcomes Committee's broad representation includes School of Continuing Education (SCE) representatives who communicate the status of noncredit course outcomes to their colleagues (I.B.1.11 Outcomes Committee Membership). The feedback provides faculty with comments from the committee's broad-based perspective on their outcomes work. This cycle of observation, analysis, reflection, review, and evaluation through

structured discussion is foundational to the improvement of student learning (I.B.1.12 Outcomes with C&I Feedback to Faculty). In addition to the assessments and discussions conducted by faculty, the Outcomes Committee surveyed 2021-22 students to assess their understanding and use of SLOs. Over 60 percent of respondents reported knowing the SLOs and using them to study and determine which courses to take (I.B.1.13 Student Survey Results).

Equity

The Student Equity Plan drives the equity work of the College in ensuring continuous improvement of student learning and achievement (I.A.3.8 Student Equity Plan 2022-25). The Student Equity Committee (SEC) makes recommendations for campus committees and councils regarding program and process improvement and needed interventions relative to student equity issues of access, retention, transfer level math/English success, transfer, certificate/Associate of Art/Associate of Science, and other metrics to close achievement gaps As part of shared governance, a workgroup of faculty, management, and classified professionals from SEC monitors the coordination of integrated activities and progress toward reaching established Student Equity goals (I.B.1.14 Student Equity Plan Workgroup). Discussion surrounding the development and implementation of the new Equity Plan has involved multiple governance committees, including those that focus on equity: SEC, Student Preparation, Equity, and Achievement Council (SPEAC), Campus Equity and Diversity (CED), and the Guided Pathways Cross-Council Committee (GPCCC) (I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC; I.B.1.15 SPEAC, SEC, R&P Minutes on Equity). A new council, Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISA+) will review recommendations and coordinate College initiatives, research, and activities related to DEISA+ (I.B.1.16 DEISA+ Council). Student Services, the Office of Instruction, and the School of Continuing Education hold joint campus-wide summits with a focus on DEISA+ to continue and expand the College's dialogue on equity (I.B.1.17 F21 and Spr22 Plan Summits).

Students at the Minority Male Initiative Graduation Celebration

Image Credit: Joe Louis Hernandez

Institutional Effectiveness

Discussion about institutional effectiveness and achievement of the College's strategic priorities begins at the unit level with the program review process, known as Planning for Institutional Effectiveness (PIE), the College's mechanism for annual planning, evaluating, and documenting accomplishments and challenges (I.A.2.9 PIE Committee Purpose and Function). The PIE planning process moves up the institutional hierarchy through management to the executive level and shapes institutional planning. Unit PIEs and Vice President PIEs are posted on the PIE Committee webpage and are available to the campus community (I.B.1.18 Unit, VP, and President PIE Webpage). Regular and sustained dialog on planning occurs at the Expanded President's Advisory Council (EPAC), where representatives from shared governance committees reporting to the President's Advisory Council (PAC) provide input on plans for improvement. The focus of EPAC for the 2021-2022 academic year was strategic planning as the College updated the Strategic Plan (I.B.1.19 EPAC Agenda 11-17-21; I.B.1.20 EPAC Agenda 4-27-22).

Mt. SAC faculty regularly review curriculum, including student learning and institutional outcomes assessment, with all departments and units completing the annual program review process, PIE. Advisory committees in many disciplines provide opportunities for faculty to discuss curriculum, currency of course offerings, and industry updates with community partners to ensure the best preparation for Mt. SAC graduates (I.B.1.21 Child Development Advisory Committee Minutes). Since the passage of California Assembly Bill 705, the math and English departments have implemented Communities of Practice (COP) to better support students in transfer-level math and English (I.B.1.22 Math and English COP). Other departments and areas have also created COPs to redesign curriculum for improving student learning and outcomes (I.B.1.23 COP Team CoCo; I.B.1.24 SEAP COP Work Plan; I.B.1.25 AmLa Dept COP). Adult Basic Education faculty have developed short-term interventions that prepare students for transfer-level math and English (I.B.1.26 AIME Website). Upon course and program review, shared governance bodies such as the Educational Design Committee and C&I review and approve courses, programs, certificates, and degrees arising from the PIE process (I.B.1.27 Sample PIE Photography Prog Created).

Use of Data

Committees that work on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement collaborate with the Office of Research and Institutional Effectiveness to access data. The Student Equity Committee reviews student equity data on a regular basis (I.B.1.15 SPEAC, SEC, R&P Minutes on Equity). The joint Instruction, Student Services, and School of Continuing Education biannual planning summits for the 2021-22 academic year have focused on sharing data, identifying equity gaps for key metrics, and developing initiatives for the purpose of closing student equity gaps and increasing student success (I.B.1.17 F21 and Spr22 Plan Summits). For the Spring 2022 planning summit, participants were grouped by division and were asked to provide feedback based on three prompts: 1) What are you or your department currently doing to close equity gaps, 2) what challenges have you encountered in your efforts to close equity gaps, and 3) What additional steps are needed to close equity gaps? The Institutional Effectiveness Committee has synthesized and incorporated feedback received from the planning summit into the Strategic

Plan (I.B.1.28 SS & Library Padlet Responses).

Analysis and Evaluation

The College's shared governance process and participatory committee structure facilitate sustained and substantive conversations about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The work of committees includes reviewing data as necessary and generating plans for improvement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Faculty define and assess student learning outcomes (SLOs) for all instructional programs and student learning; administrators and classified professionals define and assess outcomes for student support services and programs. Definitions and assessment results for SLOs, program level outcomes (PLOs), and institutional level outcomes (ILOs) are maintained in the Nuventive Improve platform (I.B.2.1 Screenshot of Nuventive).

The Outcomes Committee works with the Curriculum and Instruction Council (C&I) to ensure course and program outcomes are defined, assessed, and the results used for improvement (I.B.2.2 Outcomes Committee Purpose & Function; I.B.2.3 Sample Division SLO Summaries). SLOs are on all course syllabi, linked on the course outline of record in the curriculum management system (WebCMS), and publicly available on the College website (I.B.2.4 AmLa 90 Syllabus; I.B.2.5 SLO Link in WebCMS; I.B.2.6 Master List of SLOs). PLOs for degrees and certificates are available in the College catalog (I.B.2.7 Mt. SAC Catalog pp. 64-239). Credit and noncredit faculty, and student service representatives on the Outcomes Committee, facilitate outcomes communication across campus (I.B.1.11 Outcomes Committee Membership). As part of the regular assessment process, the Outcomes Committee reviews the outcomes on all courses going through the four-year course review cycle. Members of the Educational Design Committee or C&I may propose the inactivation of a course if the outcomes cycle has not been completed within the past four years. Administrative Procedure 4020 Program and Curriculum Development provides guidance for this process (I.B.2.8 AP 4020 Program and Curriculum Development).

Faculty Outcomes Coordinators help departments review outcomes, create program maps, and transition maps to Nuventive (I.B.2.9 Outcomes Coordinator Duties p. 16). Department Chairs receive outcomes evaluations to share with faculty as a collegial way to improve upon the quality of assessment (I.B.1.9 Outcomes Committee Qualitative Feedback). Part-time faculty can be compensated for PLO work with a department designated committee (I.B.2.10 History Degree PLO Minutes; I.B.2.11 PLO Faculty Funding Request). Faculty map SLOs to PLOs to ILOs to align outcomes from the micro to the macro level. Tools such as the program mapping template help faculty assess PLOs and map them to ILOs (I.B.2.12 Business Outcomes Map). Outcomes for student and learning support services are defined and assessed annually (I.B.2.13 ACCESS SLOs;

I.B.2.14 ACES Program PIE; I.B.2.15 Language Learning Center PIE). Service areas present outcome assessment data and a description of their data results within their program review, Planning for Institutional Effectiveness (PIE), documents (I.B.2.16 Counseling PIE; I.B.2.17 Writing Center Assessment PIE). Tutoring centers have begun a dialogue to align student learning outcomes and assessment (I.B.2.18 Tutoring Outcomes Workgroup). Categorically funded support programs share outcomes assessment with the Chancellor's Office as part of their annual program plan (I.B.2.19 EOPS Program Plan 22-25).

Programs and departments measure progress in meeting students' needs and effectively providing instruction and support services using assessment methods and analyses of results (I.B.1.9 Outcomes Committee Qualitative Feedback). The best example of outcomes assessment is honored with the annual President's Outcomes Award, "Excellence and Innovation in Teaching and Learning Through Outcomes Assessment" (I.B.2.20 President's Outcome Award). Outcomes assessment in student service areas has led to interventions and activities for student retention, persistence, and success (I.B.2.21 Early Alert Navigate for Faculty and Staff). For example, the Arise grant program outcomes show that retention and success rates are regularly met and often exceed expectations (I.B.2.22 Arise Grant Report). Additionally, the College implements an annual graduation survey to measure students' perceptions of how well the College meets its ILOs in support of the mission (I.B.2.23 Graduation Survey with ILO Alignment; I.A.3.12 Outcomes Committee Minutes 4-18-23).

The forthcoming Histotechnology baccalaureate degree will use the same consistent College processes to measure student learning outcomes. For upper division courses, outcomes will meet the rigor and depth accepted in higher education. Accordingly, assessment will reflect higher levels of learning than lower division work in the same program (I.B.2.24 Histotech Degree SLOs).

Analysis and Evaluation

Faculty and administrators define and assess outcomes for quality and improvement on a regular cycle for all instructional programs, learning support services, and student support services. The Outcomes Committee annually reviews faculty members' work on outcomes assessment and provides feedback and support.

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

Evidence of Meeting the Standard

Members of the Institutional Effectiveness Committee (IEC), in collaboration with the Office of Research and Institutional Effectiveness (RIE), are responsible for establishing and evaluating the institution-set standards (ISS) on an annual basis and in accordance with the College mission (I.B.3.1 IEC Purpose Function and Goals). The mission commits to inclusion and recognizes the College's role of providing support services that help students achieve their full educational potential (I.A.4.1 Mission, Vision, Values, Priorities). Members of the IEC evaluate how well the

institution is achieving the mission by reviewing annual course success rates, awards and certificates data, transfer data, licensure examination pass rates, and job placement rates data against the ISS to determine if standards are met and if ISS need to be increased based on the College's performance (I.B.3.2 IEC Minutes ISS Discussion 3-23-22). IEC is also responsible for reviewing the established methodology for setting ISS and stretch goals. The past methodology included using three-year averages to set ISS; however, in Spring 2022, IEC revised the methodology used to set ISS and stretch goals, adopting the standard deviation method for annual course success, degree completion, certificate completion, and transfer rates to measure the College's success more accurately on the ISS. For this methodology, IEC gathered five years of recent data for each metric, calculated two standard deviations for the metric, subtracted it from the most recent measurement to set ISS, and added it to the most recent measurement to set the stretch goal (I.B.3.3 Standard Deviation Method; I.B.3.4 ISS and Stretch Goal Revision; I.B.3.2 IEC Minutes ISS Discussion 3-23-22).

To promote a broad-based understanding of the priorities and actions needed to achieve and exceed the ISS, the College communicates the ISS through ongoing processes, such as sharing Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report results in governance committees, including IEC, Accreditation Steering Committee (ASC), and directly with the President for final approval before submission to ACCJC (I.B.3.5 Approval of Annual Report). ISS are available to the campus community through the RIE data dashboards and webpage (I.B.3.6 ISS and Stretch Goals on Data Dashboards; I.B.3.7 RIE Annual Reports). ISS are incorporated into the College's Planning for Institutional Effectiveness (PIE) metrics to ensure alignment with the ISS and support the College in achieving its mission (I.B.3.8 RIE Awards with ISS; I.B.3.9 PIE ISS Data Training). In addition to the ISS, the College makes use of other external data sources, such as the U.S. Department of Education Scorecard (I.B.3.10 ED College Scorecard). Metrics provided in the Education Department College Scorecard are incorporated in various data dashboards, including ethnicity breakdown, number of degrees awarded by program, and persistence (I.B.3.11 Awards Demographics Dashboard). The College also uses external data provided by the California Community Colleges Chancellor's Office to support the objectives of the Strategic Plan. The Student Success Metrics dashboard provides data on key performance metrics such as successful enrollment, course completion, persistence, degree and certificate completion, and job placement data. These data are disaggregated by ethnicity, age, gender, and financial aid status (I.B.3.12 CO Dashboards RIE Webpage). Thus, both internal and external data sources assure that the College is continually improving in pursuit of its mission.

The College will develop ISS for the Histotechnology baccalaureate degree and will assess performance related to these standards in accordance with practices and procedures as defined above. This assessment will be used to improve the quality of the baccalaureate program.

Analysis and Evaluation

The Institutional Effectiveness Committee (IEC) assesses institution-set standards (ISS) annually, reviewing data to ensure the College meets the standards. IEC reviews the methodology for setting ISS and revises them accordingly. ISS metrics are shared widely and incorporated into College plans.

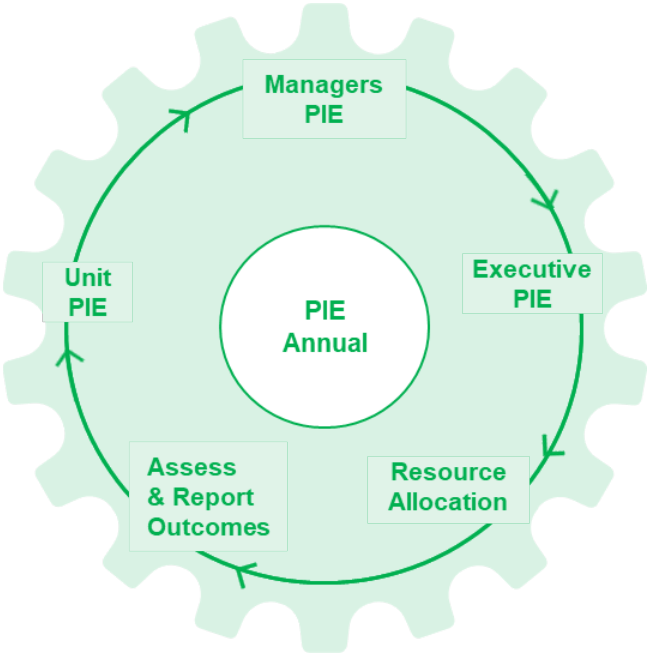
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Mt. SAC uses assessment data and organizes its institutional processes to support student learning and achievement. The Educational and Facilities Master Plan (EFMP) serves as a long-term planning document and the foundation for integrated planning efforts. The EFMP, chapter two, provides an evidence-based examination of the long-term needs of the College based on comprehensive internal and external data analyses (I.B.4.1 EFMP Excerpt 12-12-18; I.A.2.5 EFMP Data Section).

The College's Strategic Plan aligns with the EFMP. The work of the Strategic Plan is carried out by Mt. SAC's shared governance councils and committees, which actively assess student achievement data in their work and make recommendations to the Academic Senate and the President's Advisory Council (PAC) to support student learning (I.A.2.6 Strategic Plan p. 9-10; I.B.4.2 Process Map of Integrated Planning; I.B.4.3 Academic Senate Committee Structure). For example, the Student Equity Committee worked with the Office of Research and Institutional Effectiveness to analyze student demographic data, which resulted in the development of a First People's Center to support the Native American students and their academic success (I.B.4.4 RIE Report on Native American Students; I.B.4.5 SPEAC Minutes Data Discussion 4-18-22 p. 7).

Figure I.B.4.1 Annual Program Review Process



In the program review process, Planning for Institutional Effectiveness (PIE), departments and units use assessment data for planning, evaluating, and documenting accomplishments and challenges in support of student learning and achievement (I.B.4.6 PIE Data Dashboard). Annual PIE reports require all areas to evaluate their unit accomplishments, examine the impact of internal and external forces on their work, analyze their effectiveness using data, think critically

about student learning outcomes assessment and the impact on student learning, and plan for ways to improve student learning and support services (I.B.4.7 Sample PIE Report Mental Health). The annual PIE process provides all units an opportunity to identify resource needs which are prioritized in alignment with the College's Strategic Priorities (I.B.4.8 Resource Allocation Priorities Rubric). Units close the loop by summarizing how funds were allocated and the progress made on previous PIE goals (I.B.4.9 Unit PIE Template). PIE is a bottom-up process that begins at the unit or department level and moves up the institutional hierarchy through management to the executive level, where requests are analyzed for alignment with Strategic Plan Goals and Budget Priorities (I.B.4.10 Resource Allocation; I.B.4.11 Budget Review and Development Guide pp. 3, 13-14).

Outcomes assessment is a cyclical process that involves identifying desired results, collecting, and analyzing relevant data, discussing findings, and directing activities that improve student learning, service delivery, and specialized programs (I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22; I.B.4.13 Entering SLO and PLO Data into PIE). The outcomes assessment and the curriculum review cycles must be completed at least every four years (I.B.4.14 Curriculum Review Memo). Board Policy (BP) 4020 Program, Curriculum, and Course Development and Administrative Procedure (AP) 4020 Program and Curriculum Development are used to ensure courses offered follow an established rotation cycle (I.B.4.15 BP 4020 Program, Curriculum, and Course Development; I.B.2.8 AP 4020 Program and Curriculum Development). Other institutional processes use data in planning effective student learning support and achievement. Requests for new or replacement faculty positions require demonstrated need (I.B.4.16 Faculty Request to Fill). New courses or modifications in class size require data on similar courses in the department or at benchmark colleges, along with student success data to be considered by the class size subcommittee of the Curriculum and Instruction Council (I.B.4.17 Class Size Request). Learning support centers utilize data dashboards to evaluate their outcomes and create strategies for improving services to specific student populations (I.B.4.18 Tutoring for ASAC Fall 2021).

Analysis and Evaluation

The College uses and incorporates assessment data in its institutional processes for planning, program review, resource allocation, outcomes assessment, and other practices to improve student learning and achievement.

Institutional Effectiveness

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

Evidence of Meeting the Standard

The College's annual Planning for Institutional Effectiveness (PIE) process is the mechanism for continuous quality improvement of instructional and non-instructional programs to support student learning. Units make modifications or improvements to their PIE goals, plans, or

activities by reviewing data and assessing for internal and external impacts (I.B.5.1 Psychology PIE; I.B.5.2 Student Life PIE 2021-22). Student learning and achievement reports in PIE have evolved from static content in the College database system to embedded data reports within the PIE dashboard, demonstrating steps toward the mission to, "provide quality education, services, and workforce training" through ongoing analysis of student achievement, and in alignment with Strategic Plan Priority 5: "Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus" (I.A.4.1 Mission, Vision, Values, Priorities; I.B.4.6 PIE Data Dashboard).

Departments and units have access to student achievement data disaggregated by student demographics such as ethnicity, gender, and other special populations (I.B.5.3 PIE Unpacking Data). Student achievement data to support unit assessment of goals, plans, and activities is also disaggregated by mode of instruction, including online, hybrid, and face-to-face (I.B.4.6 PIE Data Dashboard). In addition to completing its PIE, the School of Continuing Education adheres to the Accrediting Commission for Schools, Western Association for Schools and Colleges (ACS WASC) cycle of continuous improvement, which requires the review of profile data disaggregated by department, annual updates to an action plan, and a periodic in-depth self-study (I.B.5.4 ACS WASC Self-Study Kick Off).

The College uses quantitative and qualitative data from a variety of sources to inform the campus community and support college processes. Dashboards and data are provided by the California Community Colleges Chancellor's Office, which includes the Student Success Metrics dashboard, Data Mart, Data on Demand, Career Technical Education Outcomes Survey, Strong Workforce Program, and more (I.B.3.12 CO Dashboards RIE Webpage). The Office of Research and Institutional Effectiveness (RIE) continues to build and maintain data dashboards to ensure real-time access to quantitative data (I.B.5.5 RIE Data Dashboards Launch Page). The campus community has access to course success and retention data disaggregated by ethnicity, division, department, and mode of instruction (face-to-face, hybrid, and online) (I.B.5.6 20-21 Rates by Modality; I.B.5.7 Success and Retention Data). Other College dashboards provide quantitative data on early key performance indicators for first-time student cohorts, awards data for the past three years, fall-to-spring persistence, and completion of transfer-level math and English. All dashboards provide some level of disaggregation that includes demographics such as ethnicity, gender, financial aid status, educational goal, veteran status, and first-generation status, among others (I.B.5.8 Awards Dashboard).

Quantitative data is used for PIE, the strategic planning process, enrollment management, College-level implementation plans, and for improvement of student services. The Instructional Leadership Team uses quantitative data for enrollment management as they focus on student course demand and success (I.B.5.9 Enrollment Management Data). SCE monitors enrollment weekly, as most courses are open entry, open exit. Graduating students are asked to complete a survey that includes questions regarding their level of satisfaction with a variety of student support services. Results are disaggregated by demographics and used to inform changes (I.B.2.23 Graduation Survey with ILO Alignment). The bi-annual Instruction and Student Services Master Planning Summit creates a space for classified professionals, faculty, and administrators

to review data, engage in cross-unit dialogue, and plan action steps to close equity gaps (I.B.1.17 F21 and Spr22 Plan Summits; I.B.1.28 SS & Library Padlet Responses). Additionally, the Societal Education for Equity Challenge (SEEC) was a campus-wide call to action to analyze current equity efforts and provide recommendations for future planning (I.B.5.10 SEEC Presidential Initiative). The workgroup supporting the Equity 2.0 campus plan development analyzed quantitative data to identify and support students experiencing the largest gaps in successful enrollment, completion of transfer-level math and English within one year, fall-to-spring persistence, and completion or transfer within three years (I.B.5.11 SEAP Data Metrics).

Qualitative student data is collected at the department/program level and used for outcomes assessment. This data includes student feedback on course content, structure, and classroom experiences (I.B.5.12 Classroom Evaluation; I.B.5.5 RIE Data Dashboards Launch Page; I.B.5.13 Psychology Dept Student Survey). Faculty incorporate this data into their self-evaluation to support instructional improvement efforts (I.B.5.14 Sample Faculty Self-Evaluation). Qualitative data has also been collected via campus-wide listening tours and a campus-wide survey, coded into themes, and used to develop Mt. SAC's Strategic Plan goals, objectives, strategies, and activities (I.B.5.15 Strategic Plan Data Collection).

Analysis and Evaluation

The College uses data to assess progress towards the mission through established college processes such as Planning for Institutional Effectiveness and outcomes assessment. Both processes provide opportunities to use data to develop unit and college goals and objectives for the continuous improvement of student learning.

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

Evidence of Meeting the Standard

Disaggregated data used to identify equity gaps in student achievement and strategies for improvement are discussed campus-wide through shared governance committees and bi-annual planning events. Mt. SAC's Student Equity Committee, Retention and Persistence Committee, and Student Preparation, Equity, and Achievement Council (SPEAC) review data on a regular basis (I.B.6.1 SPEAC Equity Data Review – SPEAC R&P). After review, these committees make recommendations for improving student outcomes and closing equity gaps (I.B.6.2 Native American Initiatives Report- Student Equity Committee 2022; I.B.6.3 SPEAC minutes, SEC Native American recommend 4-18-22). Mt. SAC holds a bi-annual Instruction and Student Services Master Planning Summit where equity gap data are reviewed, analyzed, and recommendations for improvement are discussed and documented (I.B.1.17 F21 and Spr22 Plan Summits; I.B.1.28 SS & Library Padlet Responses. When the College identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies (I.B.6.4 Reconnect and Reengage Workgroup; I.B.6.5 Guided Pathways F21 Update).

Allocation of Student Equity and Achievement Program (SEAP) resources is based on disaggregated data analysis and targeted actions to close equity gaps on access, retention, completion of transfer-level math and English, and course and degree completion (I.B.6.6 SEAP Project Metrics). All programs/departments seeking SEAP resources work with the Office of Research and Institutional Effectiveness (RIE) to complete a work plan identifying a target metric and a disproportionately impacted group (I.B.6.7 Sample SEAP Work Plans). RIE has created a series of SEAP dashboards where SEAP programs can access data for their target metric to evaluate the efficacy of their strategies (I.B.6.8 SEAP Fall to Spring Persistence Dashboard). The efficacy of strategies to improve student success and close equity gaps is reported to the Board of Trustees (I.A.2.1 BOT Report – Key Performance Metrics).

Students Participating in the Summer Bridge Program

Image Credit: Mike Taylor

Faculty lead several Title V grant initiatives to improve student learning outcomes, such as course retention and success rates (I.B.6.9 Title V Overview). Data conferences and presentations have helped to build a culture of inquiry, leading to better outcomes through the closing of equity gaps (I.B.6.10 Data Coaching; I.B.6.11 Power of Our Data Conference 3-13-20). Data Coaches for each Division assist faculty and departments in analyzing program and course level disaggregated data and lead discussions on strategies to close equity gaps (I.B.6.12 Arts Data Analysis Worksheet; I.B.6.13 Philosophy Dept Data Presentation). Several faculty cohorts have completed the American Association of College and University Educators (ACUE) courses on Effective Teaching Practices and/or Inclusive Teaching for Equitable Learning (ITEL), both designed to improve student outcomes and close equity gaps (I.B.6.14 ACUE Motivational Syllabus; I.B.6.15 ACUE ITEL Syllabus; I.B.6.16 ACUE Report 19-22).

The College's annual program review process, Planning for Institutional Effectiveness (PIE), includes disaggregated data to analyze learning outcomes and achievement data. Success and

retention data are disaggregated by ethnicity, division, department, and mode of instruction (face-to-face, hybrid, and online) (I.B.5.6 20-21 Rates by Modality; I.B.5.7 Success and Retention Data; I.B.5.3 PIE Unpacking Data p. 5). Departments and units use disaggregated data to generate goals or action plans for improvement. Units may also request specialized data support from RIE (I.B.6.17 Unit PIE Research Request p. 2). The PIE process provides units an opportunity to identify resources needed to address identified gaps. PIE Resource requests generated in program review are prioritized and funded by President's Cabinet based on alignment with the College's strategic priorities (I.B.6.18 English Resource Request; I.B.6.19 Cabinet Action Notes 8-17-22). Units close the loop by summarizing previous PIE goals and resources (I.B.4.7 Sample PIE Report Mental Health; I.B.6.20 PIE Manager Humanities Division 2019-20 p. 2).

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Mt. SAC regularly evaluates its policies and practices to ensure effectiveness in supporting academic quality and accomplishment of the mission. Board Policies (BPs) and Administrative Procedures (APs) are proposed, revised, updated, or edited for a variety of reasons including changes to Title 5 language, recommendations from the Community College League of California (CCLC), Academic Senate resolutions, or recommendations from units across the campus (I.B.7.1 BOT Review-Revision BP 7211). Review of BPs and APs is facilitated by the College subscription to the CCLC policies and procedure service, which puts out changes to BPs and APs twice a year (I.B.7.2 CCLC Policy Update Subscription).

Designated groups on campus whose work is affected by changes to policies and procedures participate in the review and discussion of relevant BPs and APs as part of the revision process (I.B.7.3 BP 3255 Participation in Local Decision-Making). For example, these groups may include the President's Cabinet, the Management Steering Committee, the Academic Senate, the Classified Unions, the Faculty Association, and Associated Students, along with councils and committees whose purpose and function align with the relevant issues under discussion (I.B.7.4 AP 2410 Process for Revision of APs or BPs; I.B.7.5 BP 2410 Board Policies and Administrative Procedures; I.B.7.6 BP/AP Revision Process Chart; I.B.7.7 Academic Senate 11-10-22 p. 4; I.B.7.8 PDC Minutes 10-1-20). As part of the shared governance process, the Distance Learning Committee (DLC) revised the administrative policy on distance learning based on new Department of Education guidelines. The DLC submitted the revised AP to the Academic Senate, which approved the revisions and submitted them to the President's Advisory Council (PAC). After approval, the revised AP went to the Board of Trustees (BOT) for final review (I.B.7.9 DLC

and Senate Minutes; I.B.7.10 PAC Minutes 1-25-23; I.B.7.11 BOT Approval of Revised AP 4105).

Faculty review instructional programs and courses at least once within a five-year cycle (I.B.4.14 Curriculum Review Memo). The Outcomes Committee reviews courses while they are in the review cycle to support student learning outcomes assessment and use of results (I.B.1.9 Outcomes Committee Qualitative Feedback). AP 4020 Program and Curriculum Development is used to ensure all courses offered follow the established rotation cycle (I.B.2.8 AP 4020 Program and Curriculum Development). The Curriculum and Instruction Council (C&I) reviews policies and procedures related to instructional programs to ensure efficacy and make improvements (I.B.7.12 C&I Minutes). Student and learning support services evaluate the efficacy of programs to enhance services (I.B.7.13 Student Services Who We Lost Data Analysis; I.B.7.14 Speech and Sign Tutoring Evaluation).

The Planning for Institutional Effectiveness (PIE) Committee regularly evaluates the program review process. It makes recommendations to the Institutional Effectiveness Committee (IEC) related to the implementation of program review, institutional planning and assessment, and evaluation and coordination of activities leading to the improvement of institutional effectiveness (I.A.2.9 PIE Committee Purpose and Function). The goals of the PIE Committee include reviewing and improving PIE templates and recommending strategies to prioritize equity in the development of planning processes. Based on feedback surveys, the PIE Committee revised the PIE template and incorporated data dashboards within the Nuventive program so that the PIE analysis questions, and program data were visible simultaneously (I.B.7.15 Closing the Loop Surveys; I.B.7.16 PIE Committee Minutes).

PAC is the institutional planning body charged with assuring the effectiveness of institutional planning processes by reviewing and recommending institutional planning decisions and processes (I.A.4.4 PAC Purpose and Function). Biannual Expanded PAC meetings facilitated by the co-chairs of IEC focus on strategic and integrated planning and provide a platform for gathering input from constituency groups and leveraging cross-campus expertise to improve planning (I.A.3.2 AP 3250 Institutional Planning). In addition, Mt. SAC is a member of the Society for College and University Planning (SCUP). Discussions at SCUP-facilitated retreats have created a foundation for the evaluation of College planning processes and alignment of planning with resource allocation (I.B.7.17 SCUP Retreat Agendas and Materials).

The Budget Committee is the primary governance body for developing and evaluating policies and procedures for institutional planning regarding the integration of budget processes (I.B.7.18 Budget Committee). This committee maintains the Budget Review and Development Guidelines to assure the alignment of resource allocation procedures with the PIE process. (I.B.4.11 Budget Review and Development Guide p. 3). Evaluation of the efficacy of resource allocation processes also occurs at the unit level. For instance, the Business Division transitioned from an in-person, document-centered process to an online process for prioritizing PIE resource requests (I.B.7.19 Business PIE Planning Meeting; I.B.7.20 Business PIE Digital Form). The Instructional Leadership Team created a rubric that linked resource requests to College goals in the 21-22 budget cycle (I.B.4.8 Resource Allocation Priorities Rubric).

The College regularly evaluates its governance structure and decision-making processes to determine their efficacy. All governance committees review their purpose and function statements annually and submit any revisions to PAC, which reviews and periodically makes suggestions (I.B.7.21 PAC Review of ASC). Each committee reporting to PAC annually sets goals aligned with the mission through the College goals and reports progress as part of ongoing governance evaluation (I.B.7.22 IEC Committee Goals and Progress Report).

The institutional evaluation policies and practices will recognize the unique aspects and requirements of the forthcoming Histotechnology baccalaureate degree program in relation to learning and student support services and resource allocation and management. The College will use the same policies and practices as described above to assess the needs of the upper division courses and overall program.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Mt. SAC broadly communicates the results of its assessment and evaluation activities to the campus and community regularly through several avenues. Program reviews can be accessed by constituencies on the Institutional Effectiveness Committee (IEC) website (I.B.8.1 IEC website). The President/CEO disseminates weekly Cabinet notes, and monthly Board reports to share the results of assessment and evaluation activities and provide transparency for decision-making processes (I.B.8.2 President Cabinet 8-2-22). This information is provided by email and posted on the College website (I.B.8.3 Board Briefs 7-13-22). The President's semi-annual breakfast provides an opportunity to share Mt. SAC data trends with internal and external stakeholders (I.B.8.4 Presidents Breakfast Report 4-27-22).

The Office of Research and Institutional Effectiveness (RIE) data dashboards communicate student retention and success rates for all divisions and departments to analyze the strengths and weaknesses of programs and services (I.B.5.5 RIE Dashboards Launch Page; I.B.3.7 RIE Annual Reports). Data posted on the College website is available in Nuventive for program review analyses (I.B.5.5 RIE Dashboards Launch Page). The Institutional Effectiveness Committee (IEC) communicates information about institution-set standards (ISS) and stretch goals to various shared governance committees, including the Accreditation Steering Committee (ASC) and Presidents Advisory Council (PAC). Information about ISS was also shared at the College-wide FLEX Day meeting (I.B.8.5 Fall 22 FLEX Agenda and PPT).

College-wide data discussions on strengths and weaknesses are used to set institutional priorities. The results of data analysis can be seen in professional development workshops, the Academic and Student Services Master Planning Summits, and locally developed conferences to address areas of need, such as the Power of Our Data, designed to address equity gaps and set institutional priorities to address those gaps (I.B.8.6 Power of Our Data 4-6-22; I.B.8.7 Data Literacy Newsletter). The Equity Minded Curriculum Convening has offered training in incorporating DEISA+ principles into course outlines of record in support of the College's strategic planning priorities (I.B.8.8 Review, Reflect, and Revise Curriculum Retreat). Faculty Data Coaches assist departments and divisions in utilizing RIE data dashboards and analyzing student success data that highlight positive outcomes as well as areas where equity gaps may remain, while faculty Outcome Coordinators work with and assist their colleagues in assessing student learning outcomes and program level outcomes (I.B.8.9 Title V Data Projects; I.B.8.10 GPS Mini-grant Faculty PLO Liaisons; I.B.8.11 PLO Liaison Workplan).

Analysis and Evaluation

Mt. SAC broadly communicates the results of its assessment and evaluation activities so that the College and community have a shared understanding of its strengths and weaknesses. Data on these areas is used to set appropriate institutional priorities.

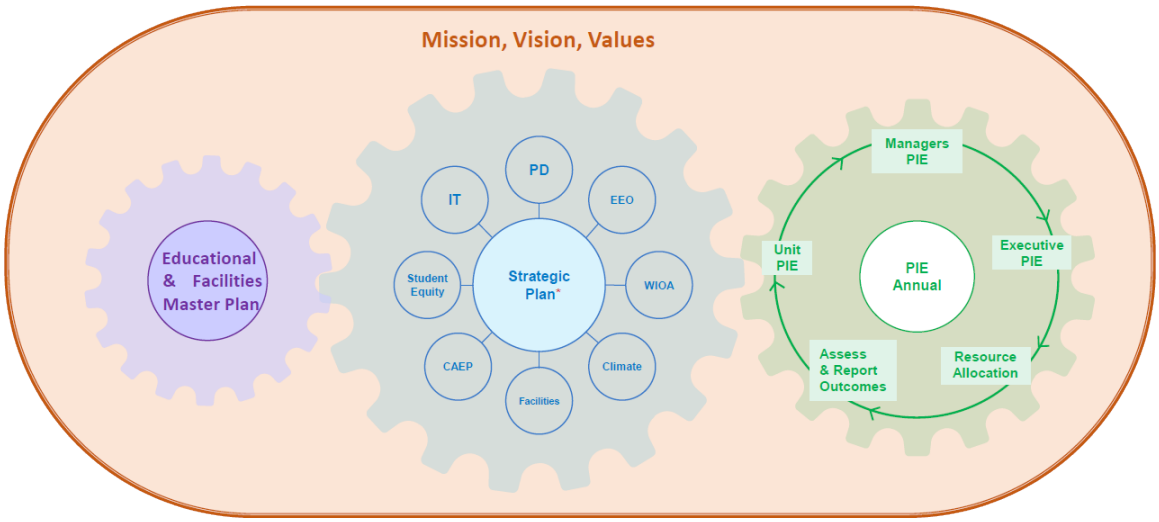
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic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

Evidence of Meeting the Standard

Mt. SAC uses systematic, broad-based evaluation, assessment, and planning in its operations to accomplish the College mission, which includes improving institutional effectiveness and academic quality (I.A.4.1 Mission, Vision, Values, Priorities). The College planning process is shaped by the President's Advisory Council (PAC) under Board Policy (BP) and Administrative Procedure (AP) 3250 Institutional Planning (I.A.3.1 BP 3250 Institutional Planning; I.A.3.2 AP 3250 Institutional Planning). PAC coordinates and reviews the integrated planning efforts which address short and long-range needs for educational programs and services and for human, physical, technology, and financial resources (I.B.4.2 Process Map of Integrated Planning; I.B.9.1 Integrated Planning Calendar). Detailed examples of systematic, broad-based evaluation, assessment, and planning work can be found in the Educational and Facilities Master Plan (EFMP), the Strategic Plan, Planning for Institutional Effectiveness (PIE) documents, as well as other College planning initiatives (I.B.4.1 EFMP Excerpt 12-12-18; I.A.2.6 Strategic Plan).

Figure I.B.4.2 Process Map of Integrated Planning

Integrated Planning Model: An ongoing and systemic cycle of planning to ensure academic quality and institutional effectiveness



Source: I.B.4.2 Process Map of Integrated Planning

Acronyms: **CAEP** California Adult Education Program, **EEO** Equal Employment Opportunity, **IT** Information Technology, **PD** Professional Development, **PIE** Planning for Institutional Effectiveness, **WIOA** Workforce Innovation and Opportunity Act

* Six Strategic Priorities

1. Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.
2. Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.
3. Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.
4. Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.
5. Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.
6. Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.

Long-term plans are outlined in Mt. SAC's EFMP, a ten-year plan reviewed and updated on a five-year cycle (I.B.4.1 EFMP Excerpt 12-12-18). The current EFMP was approved by the Board of Trustees (BOT) in December 2018. As part of a five-year cycle of review and revision, the EFMP will be updated beginning in 2023 to ensure recommendations and goals for new and modernized facilities and infrastructure are in alignment with emerging program and service needs (I.B.9.2 BOT Minutes 11-12-22).

Mt. SAC's Strategic Plan is developed through the shared governance process and flows from the EFMP. The Strategic Plan priorities provide a framework for College planning efforts, aligning goals, objectives, and actions in accomplishment of the College mission (I.A.2.6 Strategic Plan; I.B.5.15 Strategic Plan Data Collection). The efforts of shared governance groups harness College-wide expertise for implementation of the Student Equity Plan, the Technology Master

Plan, the Curriculum review process, the Climate Action Plan, the Student Equity and Achievement Program (SEAP) Work Plan, and others (I.A.3.8 Student Equity Plan 2022-25; I.B.9.3 Technology Master Plan; I.B.9.4 Climate Action Plan; I.B.9.5 SEAP Work Plan List). The ongoing work of governance committees and councils on strategic priorities and plans leads to accomplishment of the College mission, improvement of institutional effectiveness, and ensured academic quality (I.B.9.6 Shared Governance Charts).

The short and long-range needs of the College for educational programs and services are identified through program review, PIE, and drive resource allocations for human, physical, technology, and financial resources (I.B.4.2 Process Map of Integrated Planning). In the PIE process, all units/departments evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, critically analyze outcomes assessment and its impact on student learning and achievement, and plan improvement strategies for student learning and support services (I.A.2.10 Diagram Overview of PIE Process; I.B.2.2 Outcomes Committee Purpose & Function). In PIE, departments and programs request resources that support and improve student learning and achievement in alignment with the strategic planning priorities; thus, the resource allocation process begins with a comprehensive program review at the unit level (I.B.9.7 Unit Goal Mapping in PIE; I.B.9.8 Financial Aid PIE; I.B.9.9 Earth Sciences PIE). Unit PIEs are submitted to the manager of the unit, who reviews, summarizes, and prioritizes these items with their teams into a report that is submitted to their Vice President or the President/CEO (I.B.9.10 Natural Sciences Division PIE; I.B.9.11 VP Student Services PIE Summary). Vice presidents or the President/CEO review, summarize, and prioritize with their teams. The highest-ranked resource requests are discussed at the President's Cabinet for final prioritization (I.B.9.12 Cabinet Notes 8-17-22). An immediate needs request is used when unexpected, urgent needs require action (I.B.9.13 Immediate Need Request Form). Units/departments document in PIE how resources obtained from their program review have been instrumental to their success, known as closing the loop.

Financial resource planning stems from the Budget Committee, which has a responsibility to oversee the process for the allocation of resources (I.B.7.18 Budget Committee; I.B.9.14 Adopted Budget Presentation). Resource allocation is prioritized college-wide through the program review PIE process and summarized on the New Resource Allocation Form, which includes direct references to elements of PIE (I.B.9.15 New Resources Allocation Form). Allocations are based on College priorities and sources of funding (e.g., Unrestricted General Fund, Restricted Funds, Capital Outlay Funds, or Bond Funds) as determined by the prioritization processes used by unit/departments, managers, vice presidents, and the President/CEO (I.B.9.12 Cabinet Notes 8-17-22).

Human resource needs must first be documented in PIE before review and prioritization (I.B.9.16 Student Services PIE: Scholarships p. 2). Classified and management positions are recommended for funding by the President/CEO and vice presidents in President's Cabinet. Faculty positions are recommended for funding by the Academic Mutual Agreement Council (AMAC) (I.B.9.17 AP 7120 Recruitment and Hiring: Faculty). The President's Cabinet makes the final determination of positions to fill (I.B.9.18 Cabinet Notes 7-5-22).

Technology resource planning begins with the College Technology Master Plan, which is reviewed and updated regularly as recommended by the Information Technology Advisory Committee (ITAC) (I.B.9.19 ITAC Purpose and Function). Information Technology receives a list of technology requests from the PIE documents to aid in technology resource planning and to stay engaged with employees' technological needs (I.B.9.3 Technology Master Plan).

Analysis and Evaluation

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

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Mt. SAC uses student learning outcomes, institution-set standards, and disaggregated data to ensure academic quality and institutional effectiveness aligned with the College's mission, vision, and values. The College's integrated planning process begins with the program review (PIE) process, in which units and departments review, discuss, and plan priorities mapped to College goals using data to provide an understanding of program quality and effectiveness. After further prioritization, resources are allocated, and units share their successes to close the loop. The College's comprehensive institutional planning process helps the institution fulfill its mission and continuously and systematically evaluate, plan, implement, and improve the quality of its educational programs and services.

Improvement Plan(s)

The Program review process (PIE) is robust and embedded in all units throughout the College, with a clear connection to resource allocation. To strengthen the effectiveness of PIE, there is a need to support units in the use of data in the development of unit goals, implementation of goals, and closing the loop for program improvement. This work will begin by strengthening the outcomes assessment processes. The initial focus will be to reshape the culture around disaggregated data so that it is utilized more effectively by departments and areas for planning and assessment. In addition, to improve the consistency and frequency of SLO assessment and reporting activities, the College will identify and implement practices that make SLO assessment more meaningful to faculty, staff, and students. Implementation will include specialized training for academic, student service, and learning resource units in outcomes assessment and program improvement reporting.

Evidence List

I.B.1

- I.B.1.1 List of Governance and Operational Committees
- I.B.1.2 Diverse Membership - IEC
- I.B.1.3 Purpose and Function Student Equity
- I.A.2.7 IEC Committee
- I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC
- I.A.4.4 PAC Purpose and Function
- I.B.1.5 Senate Minutes Report Out
- I.B.1.6 Textbook Recommendation to AS and SPEAC
- I.B.1.7 Online Schedule of Classes Search
- I.B.1.8 Assessment Cycle Examples
- I.B.1.9 Outcomes Committee Qualitative Feedback
- I.B.1.10 Outcomes Committee Qualitative Feedback
- I.B.1.11 Outcomes Committee Membership
- I.B.1.12 Outcomes with C&I Feedback to Faculty
- I.B.1.13 Student Survey Results
- I.A.3.8 Student Equity Plan 2022-25
- I.B.1.14 Student Equity Plan Workgroup
- I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC
- I.B.1.15 SPEAC, SEC, R&P Minutes on Equity
- I.B.1.16 DEISA+ Council
- I.B.1.17 F21 and Spr22 Plan Summits
- I.A.2.9 PIE Committee Purpose and Function
- I.B.1.18 Unit, VP, and President PIE Webpage
- I.B.1.19 EPAC Agenda 11-17-21
- I.B.1.20 EPAC Agenda 4-27-22
- I.B.1.21 Child Development Advisory Committee Minutes
- I.B.1.22 Math and English COP
- I.B.1.23 COP Team CoCo
- I.B.1.24 SEAP COP Work Plan
- I.B.1.25 AmLa Dept COP
- I.B.1.26 AIME Website
- I.B.1.27 Sample PIE Photography Prog Created
- I.B.1.28 SS & Library Padlet Responses

I.B.2

- I.B.2.1 Screenshot of Nuventive
- I.B.2.2 Outcomes Committee Purpose & Function
- I.B.2.3 Sample Division SLO Summaries
- I.B.2.4 AmLa 90 Syllabus
- I.B.2.5 SLO Link in WebCMS
- I.B.2.6 Master List of SLOs
- I.B.2.7 Mt. SAC Catalog pp. 64-239
- I.B.1.11 Outcomes Committee Membership
- I.B.2.8 AP 4020 Program and Curriculum Development
- I.B.2.9 Outcomes Coordinator Duties p. 16
- I.B.1.9 Outcomes Committee Qualitative Feedback
- I.B.2.10 History Degree PLO Minutes
- I.B.2.11 PLO Faculty Funding Request
- I.B.2.12 Business Outcomes Map
- I.B.2.13 ACCESS SLOs
- I.B.2.14 ACES Program PIE
- I.B.2.15 Language Learning Center PIE
- I.B.2.16 Counseling PIE
- I.B.2.17 Writing Center Assessment PIE
- I.B.2.18 Tutoring Outcomes Workgroup
- I.B.2.19 EOPS Program Plan 22-25
- I.B.1.9 Outcomes Committee Qualitative Feedback
- I.B.2.20 President's Outcome Award
- I.B.2.21 Early Alert Navigate for Faculty and Staff
- I.B.2.22 Arise Grant Report
- I.B.2.23 Graduation Survey with ILO Alignment
- I.A.3.12 Outcomes Committee Minutes 4-18-23
- I.B.2.24 Histotech Degree SLOs

I.B.3

- I.B.3.1 IEC Purpose Function and Goals
- I.A.4.1 Mission, Vision, Values, Priorities
- I.B.3.2 IEC Minutes ISS Discussion 3-23-22
- I.B.3.3 Standard Deviation Method
- I.B.3.4 ISS and Stretch Goal Revision
- I.B.3.5 Approval of Annual Report
- I.B.3.6 ISS and Stretch Goals on Data Dashboards
- I.B.3.7 RIE Annual Reports
- I.B.3.8 RIE Awards with ISS
- I.B.3.9 PIE ISS Data Training
- I.B.3.10 ED College Scorecard
- I.B.3.11 Awards Demographics Dashboard
- I.B.3.12 CO Dashboards RIE Webpage

I.B.4

- I.B.4.1 EFMP Excerpt 12-12-18
- I.A.2.5 EFMP Data Section
- I.A.2.6 Strategic Plan p. 9-10
- I.B.4.2 Process Map of Integrated Planning
- I.B.4.3 Academic Senate Committee Structure
- I.B.4.4 RIE Report on Native American Students
- I.B.4.5 SPEAC Minutes Data Discussion 4-18-22 p. 7
- I.B.4.6 PIE Data Dashboard
- I.B.4.7 Sample PIE Report Mental Health
- I.B.4.8 Resource Allocation Priorities Rubric
- I.B.4.9 Unit PIE Template
- I.B.4.10 Resource Allocation
- I.B.4.11 Budget Review and Development Guide pp. 3, 13-14
- I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22
- I.B.4.13 Entering SLO and PLO Data into PIE
- I.B.4.14 Curriculum Review Memo
- I.B.4.15 BP 4020 Program, Curriculum, and Course Development
- I.B.2.8 AP 4020 Program and Curriculum Development
- I.B.4.16 Faculty Request to Fill
- I.B.4.17 Class Size Request
- I.B.4.18 Tutoring for ASAC Fall 2021

I.B.5

- I.B.5.1 Psychology PIE
- I.B.5.2 Student Life PIE 2021-22
- I.A.4.1 Mission, Vision, Values, Priorities
- I.B.4.6 PIE Data Dashboard
- I.B.5.3 PIE Unpacking Data
- I.B.5.4 ACS WASC Self-Study Kick Off
- I.B.3.12 CO Dashboards RIE Webpage
- I.B.5.5 RIE Dashboards Launch Page
- I.B.5.6 20-21 Rates by Modality
- I.B.5.7 Success and Retention Data
- I.B.5.8 Awards Dashboard
- I.B.5.9 Enrollment Management Data
- I.B.2.23 Graduation Survey with ILO Alignment
- I.B.1.17 F21 and Spr22 Plan Summits
- I.B.1.28 SS & Library Padlet Responses
- I.B.5.10 SEEC Presidential Initiative
- I.B.5.11 SEAP Data Metrics
- I.B.5.12 Classroom Evaluation
- I.B.5.13 Psychology Dept Student Survey
- I.B.5.14 Sample Faculty Self-Evaluation
- I.B.5.15 Strategic Plan Data Collection

I.B.6

- I.B.6.1 SPEAC Equity Data Review – SPEAC R&P
- I.B.6.2 Native American Initiatives Report-Student Equity Committee 2022
- I.B.6.3 SPEAC minutes, SEC Native American recommend 4-18-22
- I.B.1.17 F21 and Spr22 Plan Summits
- I.B.1.28 SS & Library Padlet Responses
- I.B.6.4 Reconnect and Reengage Workgroup
- I.B.6.5 Guided Pathways F21 Update
- I.B.6.6 SEAP Project Metrics
- I.B.6.7 Sample SEAP Work Plans
- I.B.6.8 SEAP Fall to Spring Persistence Dashboard

- I.A.2.1 BOT Report – Key Performance Metrics
- I.B.6.9 Title V Overview
- I.B.6.10 Data Coaching
- I.B.6.11 Power of Our Data Conference 3-13-20
- I.B.6.12 Arts Data Analysis Worksheet
- I.B.6.13 Philosophy Dept Data Presentation
- I.B.6.14 ACUE Motivational Syllabus
- I.B.6.15 ACUE ITEL Syllabus
- I.B.6.16 ACUE Report 19-22
- I.B.5.6 20-21 Rates by Modality
- I.B.5.7 Success and Retention Data
- I.B.5.3 PIE Unpacking Data p. 5
- I.B.6.17 Unit PIE Research Request p. 2
- I.B.6.18 English Resource Request
- I.B.6.19 Cabinet Action Notes 8-17-22
- I.B.4.7 Sample PIE Report Mental Health
- I.B.6.20 PIE Manager Humanities Division 2019-20 p. 2

I.B.7

- I.B.7.1 BOT Review-Revision BP 7211
- I.B.7.2 CCLC Policy Update Subscription
- I.B.7.3 BP 3255 Participation in Local Decision-Making
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- I.B.7.5 BP 2410 Board Policies and Administrative Procedures
- I.B.7.6 BP/AP Revision Process Chart
- I.B.7.7 Academic Senate 11-10-22 p. 4
- I.B.7.8 PDC Minutes 10-1-20
- I.B.7.9 DLC and Senate Minutes
- I.B.7.10 PAC Minutes 1-25-23
- I.B.7.11 BOT Approval of Revised AP 4105
- I.B.4.14 Curriculum Review Memo
- I.B.1.9 Outcomes Committee Qualitative Feedback
- I.B.2.8 AP 4020 Program and Curriculum Development
- I.B.7.12 C&I Minutes
- I.B.7.13 Student Services Who We Lost Data Analysis
- I.B.7.14 Speech and Sign Tutoring Evaluation
- I.A.2.9 PIE Committee Purpose and Function
- I.B.7.15 Closing the Loop Surveys
- I.B.7.16 PIE Committee Minutes
- I.A.4.4 PAC Purpose and Function
- I.A.3.2 AP 3250 Institutional Planning
- I.B.7.17 SCUP Retreat Agendas and Materials
- I.B.7.18 Budget Committee
- I.B.4.11 Budget Review and Development Guide p. 3
- I.B.7.19 Business PIE Planning Meeting
- I.B.7.20 Business PIE Digital Form
- I.B.4.8 Resource Allocation Priorities Rubric
- I.B.7.21 PAC Review of ASC
- I.B.7.22 IEC Committee Goals and Progress Report

I.B.8

- I.B.8.1 IEC website
- I.B.8.2 President Cabinet 8-2-22
- I.B.8.3 Board Briefs 7-13-22
- I.B.8.4 Presidents Breakfast Report 4-27-22
- I.B.5.6 20-21 Rates by Modality
- I.B.3.7 RIE Annual Reports
- I.B.5.5 RIE Dashboards Launch Page
- I.B.8.5 Fall 22 FLEX Agenda and PPT
- I.B.8.6 Power of Our Data 4-6-22
- I.B.8.7 Data Literacy Newsletter
- I.B.8.8 Review, Reflect, and Revise Curriculum Retreat
- I.B.8.9 Title V Data Projects
- I.B.8.10 GPS Mini-grant Faculty PLO Liaisons
- I.B.8.11 PLO Liaison Workplan

I.B.9

- I.A.4.1 Mission, Vision, Values, Priorities
- I.A.3.1 BP 3250 Institutional Planning
- I.A.3.2 AP 3250 Institutional Planning
- I.B.4.2 Process Map of Integrated Planning

- I.B.9.1 Integrated Planning Calendar
- I.B.4.1 EFMP Excerpt 12-12-18
- I.A.2.6 Strategic Plan
- I.B.9.2 BOT Minutes 11-12-22
- I.B.5.15 Strategic Plan Data Collection
- I.A.3.7 Student Equity Plan 2019-22
- I.B.9.3 Technology Master Plan
- I.B.9.4 Climate Action Plan
- I.B.9.5 SEAP Work Plan List
- I.B.9.6 Shared Governance Charts
- I.A.2.10 Diagram Overview of PIE Process
- I.B.2.2 Outcomes Committee Purpose & Function
- I.B.9.7 Unit Goal Mapping in PIE
- I.B.9.8 Financial Aid PIE
- I.B.9.9 Earth Sciences PIE
- I.B.9.10 Natural Sciences Division PIE
- I.B.9.11 VP Student Services PIE Summary
- I.B.9.12 Cabinet Notes 8-17-22
- I.B.9.13 Immediate Need Request Form
- I.B.7.18 Budget Committee
- I.B.9.14 Adopted Budget Presentation
- I.B.9.15 New Resources Allocation Form
- I.B.9.16 Student Services PIE: Scholarships p. 2
- I.B.9.17 AP 7120 Recruitment and Hiring: Faculty
- I.B.9.18 Cabinet Notes 7-5-22
- I.B.9.19 ITAC Purpose and Function
- I.B.9.3 Technology Master Plan

C. Institutional Integrity

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) assures the clarity, accuracy, and integrity of the information about the mission statement, learning outcomes, educational programs, and student support services provided to its current and prospective students, personnel, and the community at large. The College uses multiple methods to communicate including its website, email, social media webpages, and meeting minutes (I.C.1.1 Mt. SAC Homepage; I.C.1.2 Welcome Email; I.C.1.3 Social Media Directory; I.C.1.4 Mt. SAC Instagram). Faculty, classified professionals, and administrators regularly update content to ensure accurate and accessible information about the College (I.C.1.5 Mt. SAC Social Media). The Marketing and Communication Department regularly updates the College website and social media sites to ensure accurate information is available to students regarding programs, services, policies, and procedures (I.C.1.6 AP 3700 Social Media). Both the College catalog and website include the College mission and accreditation status, as well as College policies and procedures (I.B.2.7 Mt. SAC Catalog pp. 21-39; I.C.1.7 About Mt. SAC). The Office of Instruction coordinates the regular review of catalog information and website information (I.C.1.8 Curriculum Catalog Timeline; I.C.1.9 Curriculum Submission Timeline). The catalog and an addendum are electronically published annually through a collaborative process which includes a review by departments, divisions, and units across campus that are responsible for verifying and updating the accuracy of catalog information (I.C.1.10 Catalog Review Process Timeline).

The Office of Research and Institutional Effectiveness (RIE) provides current and accurate data on student achievement available to the public (I.C.1.11 RIE Homepage). This information includes data on the impact of the pandemic, key performance metrics, institutional effectiveness data, and facts about the College (I.C.1.12 RIE COVID-19 Research; I.B.5.5 RIE Dashboards Launch Page; I.C.1.7 About Mt. SAC; I.C.1.13 Facts and Figures). The School of Continuing Education (SCE) Research Plan, accessible online, also makes student achievement data available to the public (I.C.1.14 SCE Research Plan). Student learning outcomes (SLOs) for courses and programs are published and can be accessed by the public on the College website (I.B.2.6 Master List of SLOs). Course SLOs are located on Course Outlines of Record and included on class syllabi (I.C.1.15 Sample Syllabus; I.C.1.16 Sample COR with SLOs). SLOs are also available through a link on the College curriculum software, WebCMS (I.C.1.17 WebCMS with SLO Link). Accurate information about the baccalaureate program in histotechnology including learning outcomes, program requirements, and student support services will be published in the College catalog, on the SLO website, and in WebCMS when program implementation commences. The College posts its accreditation status on its website and on all relevant documents. The accreditation webpage is one click from the College homepage (I.C.1.18 Accreditation Status).

Analysis and Evaluation

The College catalog provides accurate, current information on the mission, educational programs, student support services, learning outcomes, and accredited status of the College. Documents related to accreditation and the process are found on the College's Accreditation webpages, including the College's current status and previous accreditation reports.

A Horticultural Student Riding a John Deere Tractor

Image Credit: Jeffrey George

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The Office of Instruction provides an easily accessible online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures (I.C.2.1 Online Catalog). In instances when there are curriculum revisions or updates, the Office of Instruction publishes a catalog addendum. The catalog and addendum are available on the website and in a pdf format (I.C.2.2 Catalog Addendum pdf Format; I.C.2.3 Catalog Addendum Online). The catalog and addendum are developed, reviewed, and edited annually by all departments, divisions, and units responsible for catalog content, with leadership from the Office of Instruction, Student Services, and Mapping and Catalog Committee to ensure accuracy and currency (I.C.2.4 Mapping and Catalog Committee Purpose and Function). The College catalog includes both general and specific information regarding the College's rules, regulations, policies, and procedures (I.B.2.7 Mt. SAC Catalog). The following tables provide specific catalog location information:

General Information

Catalog Content	Location in the Catalog
Official name; Address, Telephone Numbers, and Website Address of the Institution	p. 2
Educational Mission	p. 7
Representation of accredited status with ACCJC and with programmatic accreditors	ACCJC p. 2 Programmatic Accreditors pp. 64-239
Course, Program, and Degree Offerings	pp. 64-483
Student Learning Outcomes for Programs and Degrees	Included in programs listed from pp. 64-483
Academic Calendar and Program Length	p. 5
Academic Freedom Statement	p. 21
Available Student Financial Aid	pp. 46-47
Available Learning Resources	pp. 49-50
Names and Degrees of Administrators and Faculty	pp. 497-515
Names of Governing Board Members	p. 3, p. 9

Requirements

Catalog Content	Location in the Catalog
Admissions	pp. 13-19
Student Fees and Other Financial Obligations	pp. 15
Degrees, Certificates, Graduation and Transfer	Credit programs pp. 64-239 SCE pp. 417-452

Major Policies Affecting Students

Catalog Content	Location in the Catalog
Academic Regulations, Including Academic Honesty	Academic Honesty pp. 485-490 Code of Conduct pp. 489-490
Nondiscrimination	p. 485
Acceptance and Transfer of Credits	pp. 14-15
Transcripts	p. 29
Grievance and Complaint Procedures	p. 486
Sexual Harassment	p. 486
Refund of Fees	p. 16

Locations where Other Policies Can be found	**p. 17, 21, 22, 485**

Analysis and Evaluation

The College publishes an online catalog with a website link to a printable pdf. The catalog is collaboratively reviewed annually before publication to ensure that accurate and current information is provided to the public.

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

Evidence of Meeting the Standard

Course student learning outcomes (SLOs) and program level outcomes (PLOs) are mapped to institutional level outcomes (ILOs) (I.C.3.1 Outcomes Mapping Template). Outcomes are available for the public to view on the College's website, course syllabi, and catalog (I.B.2.7 Mt. SAC Catalog pp. 64-239). The Outcomes Committee communicates with divisions, departments, individual faculty, Curriculum & Instruction Council, and Academic Senate via comments on the outcomes form to ensure the quality of academic programs (I.B.1.9 Outcomes Committee Qualitative Feedback). The Office of Research and Institutional Effectiveness (RIE) makes student achievement data and outcomes analysis for accredited programs public on its website (I.C.3.2 RIE Website with Data Resources; I.C.3.3 Programmatic Accreditations). RIE data includes the pandemic's effect on student retention and success (I.C.3.4 Impacts of Pandemic on Students Research). Data is also available through a link to the California Community Colleges Chancellor's Office webpage (I.C.3.5 CCCCO Data).

To ensure the quality and comprehensiveness of the academic experience, faculty assess SLOs and PLOs at least once every four years, with findings recorded in the outcomes management software Nuventive (I.C.3.6 SLO Scoresheet NF 25; I.C.3.7 PLOs AS Nutrition and Dietetics; I.C.3.8 Mapping to ILOs). The evaluation of SLOs and PLOs informs program review analysis in the Planning for Institutional Effectiveness (PIE) process, resource requests, and curriculum development or modification (I.C.3.9 PIE Link to SLOs in Nursing). In coordination with the Outcomes Committee, faculty set the criteria for success and base their curricular or pedagogical actions on these results (I.B.2.2 Outcomes Committee Purpose & Function; I.C.3.10 Dance Dept Criteria for Success Set by Faculty). The assessment results of student learning and student achievement in the forthcoming Histotechnology baccalaureate program will be used in the communication of academic quality according to the same standards for assessing and communicating lower division outcomes.

Analysis and Evaluation

The College documents and shares information on student learning and student success metrics to communicate academic quality to the public and to current and prospective students.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The catalog and webpages describe the College's certificates and degrees in terms of their purpose, content, course requirements, expected learning outcomes, and program admission requirements if they differ from general college admission requirements (I.C.4.1 Nursing Program Admission Requirements; I.C.4.2 Engineering Program; I.C.4.3 Noncredit Certificate). The catalog describes each degree and certificate of study and the courses required to earn

them. Courses are described in terms of content, number of units, prerequisites and co-requisites, course sequence, and potential for transferability (I.B.2.7 Mt. SAC Catalog pp. 64-483). The purpose, content, course requirements, and learning outcomes of the forthcoming baccalaureate degree in Histotechnology will be described in the College catalog, on course outlines of record, and on the Outcomes website according to these same standards.

Analysis and Evaluation

Mt. SAC clearly describes its certificates and degrees in terms of their purpose, content, course requirements, and learning outcomes. The College publishes this information in the catalog and on appropriate webpages.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Policies, procedures, and publications are regularly reviewed and assessed by faculty, classified professionals, and administrators to assure integrity and consistency of information. Shared governance and operational committees regularly review and update Board Policies (BPs) and Administrative Procedures (APs) within their purview which are then reviewed by the President's Advisory Council (PAC) (I.C.5.1 SPEAC Minutes 10-03-22; I.C.5.2 PAC Minutes 3-9-22). Academic and Student Services policy recommendations are also reviewed by the Academic Mutual Agreement Council, whose members include the Academic Senate President and Vice President, the Vice Presidents of Student Services and Instruction, the Vice President of the School of Continuing Education, and the College President. PAC is authorized to make final recommendations to the Board of Trustees (I.C.5.3 BOT Review BP; I.C.5.4 PAC Review AP BP). The Office of Instruction leads the annual review of the College catalog and the term-by-term review of the schedule of classes with feedback from every campus unit that has content in both publications, such as Admissions and Records, Counseling, Financial Aid, School of Continuing Education (SCE), and all instructional divisions and departments (I.C.5.5 Mapping and Catalog Committee Agenda; I.C.5.6 Schedule of Classes Updates).

SCE holds bi-annual advisory team meetings where faculty, classified professionals, and administrators from all departments review policies, procedures, and SCE documents. This is done through an examination of the Accrediting Commission for Schools, Western Association of Schools and Colleges Action Plan (ACS WASC), and other plans such as the Regional Plan for Adult Education and the Workforce Innovation and Opportunity Act (WIOA) II Plan (I.C.5.7 Fall 22 SCE Advisory Minutes).

Analysis and Evaluation

Mt. SAC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Mt. SAC accurately informs current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other instructional materials. The fees for units are listed on the website, in the schedule of classes, in the catalog, and in student schedules (I.C.6.1 Admissions Page Fees & Tuition; I.B.2.7 Mt. SAC Catalog pp. 15-16). The webpage provides students with a net price calculator that estimates the total cost of attendance (I.C.6.2 Net Price Calculator). Community and fee-based program costs and requirements are listed in the Community Education fee-based brochure mailed periodically throughout the year and updated on the School of Continuing Education (SCE) website (I.C.6.3 SCE Fee-Based Brochure). Noncredit courses are offered at no cost and noted in the class schedule (I.C.6.4 SCE Programs).

The Admissions webpage includes a full list of fees which include enrollment (resident, international, and non-resident fees), student health, parking permit, student activities and representation, and transportation. Fee payment options and policies are also listed (I.C.6.1 Admissions Page Fees & Tuition). Upon registration, students are provided with a link to their schedule/receipt. The printable page serves as a class schedule with a detailed account summary and includes financial aid information, including disbursements to the student's account and refund amount (I.C.6.5 Schedule Sample). The bookstore accurately informs students of textbook fees (I.C.6.6 Bookstore Textbook Fees). In addition to listing no-cost instructional materials courses as mandated by California Senate Bill (SB) 1359, the Textbook and Instructional Materials Committee collaborated with Associated Students, Information Technology, and Instruction to create a low-cost icon for the class schedule indicating courses with instructional materials fees of $40 or less (I.C.6.7 Senate Minutes - Low-Cost Designation; I.B.1.7 Online Schedule of Classes Search). The catalog and schedule of classes identify courses with field trips required (I.C.6.8 Oceanography Field Trip).

Analysis and Evaluation

The College accurately informs students about the total cost of education, including fees and instructional materials, on its website, in the catalog, and class schedule.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Mt. SAC uses and publishes governing Board Policies on academic freedom and responsibility to assure institutional and academic integrity. Board Policy (BP) 4030 demonstrates Mt. SAC's commitment to the free pursuit and dissemination of knowledge. Administrative Procedure (AP) 4030 assures that the College maintains an environment that supports intellectual freedom for

faculty and students (I.C.7.1 BP 4030 Academic Freedom; I.C.7.2 AP 4030 Academic Freedom). At the time of this self-evaluation, the discussion of academic freedom is progressing through the College's shared governance process. Academic freedom policies are published in the catalog section on Academic Policies and Requirements and on the Mt. SAC website (I.C.7.3 Course Catalog 2021-2022 Selected Pages; I.C.7.4 Website Academic Policies & Requirements).

Academic Senate President, Roger Willis and Faculty Association Vice President, Tamra Horton at Commencement

Image Credit: Tom Zasadzinski

In addition, Mt. SAC has adopted a Student Bill of Rights, as outlined in AP 5310 (I.C.7.5 AP 5310 Student Bill of Rights). One of the rights is the "Right to Freedom in the Classroom." Policies on academic freedom are also addressed in the Faculty Association Collective Bargaining Agreement which states that "no evaluation shall be made of any professor based on the exercise of" their academic freedom (I.C.7.6 Faculty Association CBA Article 18.O).

Analysis and Evaluation

Mt. SAC has established clear policies on academic freedom and responsibility, regularly reviewed and published in several accessible locations.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Under College Policies and Notices, the catalog informs students of the academic honesty policy. This section defines cheating, plagiarism, and academic dishonesty and describes the consequences, including that all alleged incidents will be reported to the Student Life Office. Students are advised of the seriousness of cheating and that incidents may lead to disciplinary

sanctions, including suspension and expulsion (I.C.8.1 Academic Honesty). Academic honesty is also integrated into the student Standards of Conduct (I.C.8.2 Student Handbook p. 35, p. 42). Faculty responsibility regarding academic honesty and integrity is addressed in Board Policy (BP) 4290 and Administrative Procedure (AP) 4290 (I.C.8.3 BP 4290 Student Academic Honesty; I.C.8.4 AP 4290 Student Academic Honesty). Syllabus guides assist faculty in clearly communicating to their students about cheating and plagiarism (I.C.8.5 Creating a Syllabus). A directed learning activity (DLA) helps students take greater personal responsibility for their academic work by avoiding cheating and plagiarism (I.C.8.6 Avoiding Plagiarism DLA). The Student Life Office has the administrative authority to work with faculty on issues related to student academic honesty. AP 5520 Student Discipline Procedures outlines the due process for students in adjudicating cases related to academic honesty (I.C.8.3 BP 4290 Student Academic Honesty; I.C.8.4 AP 4290 Student Academic Honesty; I.C.8.7 AP 5520 Student Discipline Procedures). AP 4105 defines procedures for authenticating student identity in distance education courses, requiring authentication with a user ID and password to access the student portal or learning management system or by use of Mt. SAC e-mail address (I.C.8.8 AP 4105 Distance Learning).

Analysis and Evaluation

Mt. SAC establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College's Administrative Procedure (AP) 4030 requires faculty to distinguish between subjective opinions and information accepted by discipline experts. It also prohibits using the classroom to promote religious ideologies (I.C.7.2 AP 4030 Academic Freedom). This policy is reiterated and communicated to faculty in the Faculty Association collective bargaining agreement (I.C.7.6 Faculty Association CBA Article 18.O). Professional development workshops during FLEX Days support faculty in applying college policies in an inclusive classroom while upholding academic freedom (I.C.9.1 Flex Day Academic Freedom Training).

Analysis and Evaluation

Mt. SAC policies and faculty bargaining agreements expect faculty to distinguish between personal conviction and professionally accepted views in a discipline.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public community college, Mt. SAC does not require conformity to specific codes of

conduct, nor does it seek to instill beliefs or world views. However, the College has policies and procedures that govern ethical behavior for classified professionals, faculty, administrators, and students regarding professionalism and use of technology (I.C.10.1 BP 5500 Standards of Conduct; I.C.10.2 BP 3050 Institutional Code of Ethics; I.C.10.3 AP 3050 Institutional Code of Ethics). Teaching Faculty Performance Expectancies outlined in the Faculty Association bargaining agreement form the framework for ongoing evaluation processes about faculty codes of conduct and responsibilities (I.C.10.4 Teaching Expectancies Faculty Contract). The Student Code of Conduct is published in the Student Handbook and the Catalog and disseminated through mandatory New Student Orientation (I.C.10.5 Student Handbook p. 10; I.C.10.6 Catalog Codes of Conduct; I.C.10.7 New Student Orientation p. 60).

Mt. SAC's code of conduct for ethical and professional use of the College's electronic communication system for all classified professionals, faculty, and administrators is affirmed by employees each time they turn on their computers (I.C.10.8 AP 3720 Use of Technology and Information Resources and Employee Acceptable Use Agreement).

Analysis and Evaluation

Mt. SAC does not require conformity to specific codes of conduct or seek to instill a worldview. Classified professionals, faculty, administrators, and students are expected to conduct themselves professionally, and publications give clear notice of behavioral expectancies and policies.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Mt. San Antonio College does not maintain any international campuses.

Analysis and Evaluation

Standard 1.C.11 does not apply to Mt. SAC.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Mt. SAC meets all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements to maintain its ongoing full accreditation status. Administrative Procedure (AP) and Board Policy (BP) 3200 establish that the College complies with and makes public all accreditation reports and documents regarding compliance with ACCJC standards and policies (I.C.12.1 BP 3200 Accreditation; I.C.12.2 AP 3200 Accreditation). The Mt. SAC accreditation

website is one click from the home page, with detailed accreditation information available to the public (I.C.12.3 Accreditation Webpage). The College demonstrates that it consistently meets all reporting deadlines to the ACCJC. In 2017, the College's accreditation status was reaffirmed for seven years with no negative citations (I.C.12.4 ACCJC Accreditation Letter 6-23-17). The College provided the information requested by ACCJC in the midterm report, which was accepted in June 2021. Mt. SAC has solicited feedback and input from campus constituents in developing the Institutional Self-Evaluation Report and has published dates for the upcoming peer-review visit (I.C.12.5 ISER Input and Dates). In all cases, the College has promptly responded to the Commission's requests (I.C.12.6 ACCJC Midterm Letter 6-28-21).

The School of Continuing Education (SCE) received a six-year accreditation from the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) in June 2018 (I.C.12.7 ACS WASC Accreditation Letter 6-29-18). In May 2021, SCE submitted the required mid-cycle report to update the Commission on progress and new developments within the division. This report included progress in critical areas that emerged from the 2018 self-study and an updated Action Plan, along with supporting data (I.C.12.8 ACS WASC Midcycle Report May 2021). ACS WASC commended SCE for its progress and reaffirmed its accreditation through June 30, 2024 (I.C.12.9 ACS WASC SCE Mid-Cycle Reaffirmation Letter).

Mt. SAC has received ACCJC approval for two substantive changes. The College will offer a Bachelor of Science degree in histotechnology beginning in the fall of 2024 (I.C.12.10 BS in Histotechnology Sub Change approval letter). The College has also received approval for Competency-based Education (CBE) which will allow more students access to educational pathways to achieve equitable learning outcomes (I.C.12.11 CBE Sub Change approval letter).

Analysis and Evaluation

Mt. SAC demonstrates that it is complying with ACCJC Eligibility Regulations, Policies, and Standards. Reports and evidence of actions taken by the College and ACCJC are evident and available publicly on the accreditation website. Substantive change requests are made before they are enacted at the College. Timely response to ACCJC's requests is given.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Mt. SAC demonstrates honesty and integrity in its relationships with the regulatory requirements of external agencies. Communications with external agencies are clear and accurate (I.C.12.3 Accreditation Webpage; I.C.3.3 Programmatic Accreditations).

Mt. SAC complies with all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements, federal and state mandates, and regulations, communicating changes in its accredited status to the ACCJC, students, and the public. In Fall 2022, Mt. SAC submitted two Substantive Change Applications to the Commission communicating its intention to offer a

Bachelor of Science degree in Histotechnology and Competency Based Education (I.C.13.1 BOT Approval Substantive Change Histotechnology; I.C.13.2 Substantive Change CBE).

Analysis and Evaluation

Mt. SAC maintains its integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. The College discloses information as required by the ACCJC, complies with ACCJC requests, directives, decisions, and policies, and makes complete, accurate, and honest disclosures.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Mt. SAC demonstrates a commitment to delivering high quality education, student achievement, and student learning. The mission of the College is "to support and empower all students in achieving their educational goals in an environment of academic excellence" (I.A.4.1 Mission, Vision, Values, Priorities). Further, Administrative Procedure (AP) 7715 states "the educator strives to help each student realize his or her potential as a worthy and effective member of society" (I.C.14.1 AP 7715 Faculty Code of Ethics).

Mt. SAC does not have investors, does not respond to a parent organization, and does not have external interests to whom it must respond when considering the quality of its programs, student achievement, and student learning. Board Policy (BP) 2710 and Administrative Procedure (AP) 2710 ensure that finance decisions do not create a conflict of interest for Board members or employees, thereby ensuring that financial decisions do not compromise a high-quality education (I.C.14.2 BP 2710 Conflict of Interest; I.C.14.3 AP 2710 Conflict of Interest).

Analysis and Evaluation

Mt. SAC is a public institution committed to providing students with a high-quality education. The College does not have investors or external interests and ensures student achievement and learning are paramount to any other objectives.

Conclusions on Standard I.C: Institutional Integrity

Mt. SAC is committed to providing accurate, current, and clear information to students and the public about its accreditation status, learning outcomes, educational programs, student services, and all other areas related to the College mission. Clearly defined College policies and procedures promote honesty, responsibility, and academic integrity. The College complies with the eligibility requirements of the Accrediting Commission for Community and Junior Colleges.

Improvement Plan(s)

None

Evidence List

I.C.1

- I.C.1.1 Mt. SAC Homepage
- I.C.1.2 Welcome Email
- I.C.1.3 Social Media Directory
- I.C.1.4 Mt. SAC Instagram
- I.C.1.5 Mt. SAC Social Media
- I.C.1.6 AP 3700 Social Media
- I.B.2.7 Mt. SAC Catalog pp. 21-39
- I.C.1.7 About Mt. SAC
- I.C.1.8 Curriculum Catalog Timeline
- I.C.1.9 Curriculum Submission Timeline
- I.C.1.10 Catalog Review Process Timeline
- I.C.1.11 RIE Homepage
- I.C.1.12 RIE COVID-19 Research
- I.B.5.5 RIE Dashboards Launch Page
- I.C.1.7 About Mt. SAC
- I.C.1.13 Facts and Figures
- I.C.1.14 SCE Research Plan
- I.B.2.6 Master List of SLOs
- I.C.1.15 Sample Syllabus
- I.C.1.16 Sample COR with SLOs
- I.C.1.17 WebCMS with SLO Link
- I.C.1.18 Accreditation Status

I.C.2

- I.C.2.1 Online Catalog
- I.C.2.2 Catalog Addendum pdf Format
- I.C.2.3 Catalog Addendum Online
- I.C.2.4 Mapping and Catalog Committee Purpose and Function
- I.B.2.7 Mt. SAC Catalog

I.C.3

- I.C.3.1 Outcomes Mapping Template
- I.B.2.7 Mt. SAC Catalog pp. 64-239
- I.B.1.9 Outcomes Committee Qualitative Feedback
- I.C.3.2 RIE Website with Data Resources
- I.C.3.3 Programmatic Accreditations
- I.C.3.4 Impacts of Pandemic on Students Research
- I.C.3.5 CCCCO Data
- I.C.3.6 SLO Scoresheet NF 25
- I.C.3.7 PLOs AS Nutrition and Dietetics
- I.C.3.8 Mapping to ILOs
- I.C.3.9 PIE Link to SLOs in Nursing
- I.B.2.2 Outcomes Committee Purpose & Function
- I.C.3.10 Dance Dept Criteria for Success Set by Faculty

IC.4

- I.C.4.1 Nursing Program Admission Requirements
- I.C.4.2 Engineering Program
- I.C.4.3 Noncredit Certificate
- I.B.2.7 Mt. SAC Catalog pp. 64-483

I.C.5

- I.C.5.1 SPEAC Minutes 10-03-22
- I.C.5.2 PAC Minutes 3-9-22
- I.C.5.3 BOT Review BP
- I.C.5.4 PAC Review AP BP
- I.C.5.5 Mapping and Catalog Committee Agenda
- I.C.5.6 Schedule of Classes Updates
- I.C.5.7 Fall 22 SCE Advisory Minutes

I.C.6

- I.C.6.1 Admissions Page Fees & Tuition
- I.B.2.7 Mt. SAC Catalog pp. 21-39
- I.C.6.2 Net Price Calculator
- I.C.6.3 SCE Fee-Based Brochure

- I.C.6.4 SCE Programs
- I.C.6.5 Schedule Sample
- I.C.6.6 Bookstore Textbook Fees
- I.C.6.7 Senate Minutes - Low-Cost Designation
- I.B.1.7 Online Schedule of Classes Search
- I.C.6.8 Oceanography Field Trip

I.C.7

- I.C.7.1 BP 4030 Academic Freedom
- I.C.7.2 AP 4030 Academic Freedom
- I.C.7.3 Course Catalog 2021-2022 Selected Pages
- I.C.7.4 Website Academic Policies & Requirements
- I.C.7.5 AP 5310 Student Bill of Rights
- I.C.7.6 Faculty Association CBA Article 18.O

I.C.8

- I.C.8.1 Academic Honesty
- I.C.8.2 Student Handbook p. 35, p. 42
- I.C.8.3 BP 4290 Student Academic Honesty
- I.C.8.4 AP 4290 Student Academic Honesty
- I.C.8.5 Creating a Syllabus
- I.C.8.6 Avoiding Plagiarism DLA
- I.C.8.7 AP 5520 Student Discipline Procedures
- I.C.8.8 AP 4105 Distance Learning

I.C.9

- I.C.7.2 AP 4030 Academic Freedom
- I.C.7.6 Faculty Association CBA Article 18.O
- I.C.9.1 Flex Day Academic Freedom Training

I.C.10

- I.C.10.1 BP 5500 Standards of Conduct
- I.C.10.2 BP 3050 Institutional Code of Ethics
- I.C.10.3 AP 3050 Institutional Code of Ethics
- I.C.10.4 Teaching Expectancies Faculty Contract
- I.C.10.5 Student Handbook p. 10
- I.C.10.6 Catalog Codes of Conduct
- I.C.10.7 New Student Orientation p. 60
- I.C.10.8 AP 3720 Use of Technology and Information Resources and Employee Acceptable Use Agreement

I.C.12

- I.C.12.1 BP 3200 Accreditation
- I.C.12.2 AP 3200 Accreditation
- I.C.12.3 Accreditation Webpage
- I.C.12.4 ACCJC Accreditation Letter 6-23-17
- I.C.12.5 ISER Input and Dates
- I.C.12.6 ACCJC Midterm Letter 6-28-21
- I.C.12.7 ACS WASC Accreditation Letter 6-29-18
- I.C.12.8 ACS WASC Midcycle Report May 2021
- I.C.12.9 ACS WASC SCE Mid-Cycle Reaffirmation Letter
- I.C.12.10 BS in Histotechnology Sub Change Approval Letter

I.C.13

- I.C.12.3 Accreditation Webpage
- I.C.3.3 Programmatic Accreditations
- I.C.13.1 BOT Approval Substantive Change Histotechnology
- I.C.13.2 Substantive Change CBE

I.C.14

- I.A.4.1 Mission, Vision, Values, Priorities
- I.C.14.1 AP 7715 Faculty Code of Ethics
- I.C.14.2 BP 2710 Conflict of Interest
- I.C.14.3 AP 2710 Conflict of Interest

Standard II. Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. This standard's provisions are broadly applicable to all instructional programs and student and learning support services offered in the institution's name.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) ensures all course and program offerings, whether traditional or distance learning, are aligned with the College mission to provide "quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society" and to serve our community through "improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences" (I.A.4.1 Mission, Vision, Values, Priorities; I.A.1.3 PAC Approval of Mission, Vision, Values). To ensure this alignment to the mission, the College catalog defines program level outcomes (PLOs) and student learning outcomes (SLOs), requirements for certificates and degrees, including employment and transfer outcomes (II.A.1.1 Deg & Cert SLO Req Catalog; II.A.1.2 Program Employment Catalog; II.A.1.3 Program Transfer Catalog). SLOs for each course are found on the College Outcomes webpage and can be accessed through the curriculum management system, WebCMS (II.A.1.4 SLO link PUBH 24 COR; II.A.1.5 WebCMS AmLa 87).

Courses and programs are appropriate to post-secondary education. Per Board Policy (BP) 4020 Program, Curriculum, and Course Development and Administrative Procedure (AP) 4020 Program and Curriculum Development, College programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency (I.B.4.15 BP 4020 Program, Curriculum, and Course Development; I.B.2.8 AP 4020 Program and Curriculum Development). BP 4025 Philosophy and Criteria for Associate Degree and General Education, establishes goals for general education curricula that promote critical thinking both orally and in writing, the understanding of modes of inquiry of the major disciplines, an awareness of other cultures and times, insights gained through experience in

thinking about ethical problems, and the capacity for self-understanding (II.A.1.6 BP 4025 AA GE Criteria).

Instructional programs are designed to ensure student attainment of learning outcomes. Course Outlines of Record (CORs) contain Course Measurable Objectives (MOs) used to determine SLOs. All CORs link to SLOs (II.A.1.7 COR SLO Phys 2A). Program descriptions include expected student PLOs, with program reports listing degrees and certificates that can be earned (II.A.1.8 Program Outline PLO). PLOs for degrees and certificates are also available in the College catalog (I.B.2.7 Mt. SAC Catalog pp. 64-239). Data demonstrate that Mt. SAC's instructional programs result in broader measures of student achievement, including degrees, certificates, licensures, and employment (II.A.1.9 Awards Data Certificate and Degrees). Career Education programs (CE) have industry advisories that ensure these programs meet industry workforce needs (II.A.1.10 Advisory Minutes Strong Workforce Needs). Incumbent workers, unemployed, and underemployed individuals can upgrade skills for immediate employment through contract and fee-based education in a variety of employment fields (II.A.1.11 WASC Profile CCE 2019-22). The forthcoming histotechnology baccalaureate degree aligns with the mission to expand workforce training (II.A.1.12 BS Histotechnology Substantive Change Application). Student demand for the baccalaureate degree drove the application for this degree program, which demonstrates correlation to the institutional mission (II.A.1.13 Histotechnology Student Demand Survey).

Analysis and Evaluation

All credit and noncredit instructional programs at Mt. SAC, regardless of location or means of delivery, are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. Mt. SAC defines and assesses standards for student achievement and publishes student learning outcomes. Regular assessment assures that students who complete courses, regardless of modality or location, achieve the standards and outcomes for that course.

2. Faculty, including full time, part time, and part-time faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

At Mt. SAC, curriculum development and program review are inclusive and systematic. Administrative Procedure (AP) 4020 outlines the program and curriculum development process and the five-year review process (I.B.2.8 AP 4020 Program and Curriculum Development). Faculty discipline experts use the Curriculum Management System (WebCMS), to develop all courses and programs, ensuring that course content and methods of instruction meet academic and professional standards of higher education. The Curriculum and Instruction Council (C&I) is in the process of revising AP 4020 and the subsequent stages with expected revisions to be

approved in 2023 (II.A.2.1 Curriculum Stages). Faculty engage in a five-year course review cycle and follow the established curriculum review process of submission and approval through WebCMS. Department chairs and division deans review courses and programs before they are submitted for approval to the Educational Design Committee (EDC), C&I, as well as the Distance Learning Committee (DLC) if relevant (II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval). C&I, EDC, and DLC have majority faculty members and a faculty co-chair (II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function). The approved Course Outline of Record (COR) serves as the source document informing full-time and part-time faculty of required content (II.A.2.4 Sample WebCMS COR).

Faculty Participating in FLEX Day Activities

Image Credit: Jeffrey George

Faculty regularly evaluate and discuss the relationship between teaching methodologies and student performance through the four-year evaluation cycle of student learning outcomes (SLOs) as well as through the five-year curriculum review process which includes advisory committee input as appropriate (II.A.2.5 COR SLOs Phys2A; I.B.1.21 Child Development Advisory Committee Minutes). Since the passage of California Assembly Bill 705, the math and English departments have implemented Communities of Practice (COP) to better support students in transfer-level math and English (I.B.1.22 Math and English COP). Other departments and areas have also created COPs (Communities of Practice) to redesign curriculum for improving student learning and outcomes (I.B.1.23 COP Team CoCo; I.B.1.24 SEAP COP Work Plan; I.B.1.25 AmLa Dept COP). Per the faculty bargaining agreement, part-time faculty are encouraged to engage in outcomes assessment and may receive up to three hours compensation per year (II.A.2.6 Adjunct Funding Request). Given that most School of Continuing Education (SCE) faculty are part-time, it is critical that engagement in curriculum development, instructional improvement, accreditation, student outcomes, and faculty professional development are available to part-time faculty. SCE has prioritized funding in restricted and unrestricted budgets to provide these

opportunities for part-time faculty (II.A.2.7 Adjunct Faculty Compensation FA Contract, Credit and Noncredit Faculty; II.A.2.8 SCE Email Part-time Compensation for Meetings). For example, the English as a Second Language (ESL) department, which currently has over 50 part-time professors but only two full-time professors, often invites part-time faculty members to participate in the curriculum development process such as in the creation of ESL pronunciation courses in the spring of 2021. Professors with expertise in teaching pronunciation created CORs for three levels of pronunciation (II.A.2.9 ESL Meeting Minutes 2021).

A cross-division program for Data Coaching 2020-23, supported by a Title V Grant, builds the capacity of faculty to access, understand, and evaluate data to measure the impact of pedagogies on student outcomes, with a focus on gaps in demographic groups (II.A.2.10 Data Coaching Title V Grant; II.A.2.11 Data Coaching Program Overview). For example, in analyzing broad campus data, Data Coaches identified an equity gap in student achievement, with a 25 percent gap between the lowest and the highest performing groups at Mt. SAC (I.B.8.7 Data Literacy Newsletter). To address this gap, faculty are encouraged to participate in professional development opportunities on diversity, equity, inclusion, and equitable teaching practices (II.A.2.12 Unit PIE with DEISA+ Training). Faculty data coaches in each division reach out to departments to promote data literacy and encourage equitable best teaching practices while faculty program level outcome (PLO) Liaisons in each division trained and assisted their colleagues in assessing PLOs (II.A.2.13 Title V Data Presentations; II.A.2.14 PLO Liaisons Description). Training is also provided for upholding the mission goals of sustainability (I.A.1.3 PAC Approval of Mission, Vision, Values). Faculty can participate in professional development training to incorporate the United Nations Sustainability Development goals in their curricula to become “leaf” certified in furtherance of this College sustainability goal (II.A.2.15 Turning Over a New Leaf – Sustainability Training).

The Planning for Institutional Effectiveness (PIE) process serves as the annual program review for all College programs regardless of the type of program or mode of delivery (I.B.4.2 Process Map of Integrated Planning). Criteria used in program review include evaluation of program relevancy, appropriateness, achievement of learning outcomes, currency, and planning (II.A.2.16 Psych Tech Outcomes Assessment). Program review includes the analysis of student achievement data used to inform planning and decision-making in the PIE process (I.B.4.6 PIE Data Dashboard; II.A.2.17 Mental Health PIE Summary with PLOs and Student Data). Successive program reviews document improvements resulting from plans or goals developed in prior program reviews. PIEs are updated annually with an analysis of progress on plans and goals (II.A.2.18 PIE Narrative Summary Paralegal Prior Years; II.A.2.19 PIE Three Column Earth Sciences and Astronomy Prior Years). Support and training for using the software Nuventive which houses PIE and for improving meaningful programmatic review are provided regularly (II.A.2.20 Closing the Loop PIE Training 2023). Outcomes are also housed in Nuventive which facilitates faculty sharing of learning outcomes data in PIE reports (II.A.2.21 Screenshot of Nuventive Outcomes). Reports are created at the unit or department level, evaluated at the manager level, and summarized at the vice president level to be used for institutional planning (II.A.2.22 VPI PIE Summary 2020-21).

Analysis and Evaluation

All faculty at Mt. SAC ensure that the content and methods of instruction meet accepted academic and professional standards and expectations. Faculty, chairs, administrators, and the relevant committees and councils continuously engage in systematic evaluation through curriculum, outcomes, and program review to maintain currency, improve teaching and learning strategies, and promote student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Mt. SAC has an established procedure for identifying student learning outcomes for courses, programs, certificates, and degrees. The Outcomes Committee, comprised of faculty, classified professionals, administrators, and students, meets bimonthly to monitor, review, and make recommendations to Academic Senate to revise the learning outcomes assessment process to continually improve student success (II.A.3.1 OC Minutes 3-15-22). The faculty outcomes coordinators provide resources and training for faculty work on outcomes (II.A.3.2 Outcomes SLO Webpage; I.B.2.9 Outcomes Coordinator Duties p. 16; II.A.3.3 POD Training for SLOs). Faculty determine student learning outcomes (SLO) assessment instruments (II.A.3.4 SLO Student Survey BUSM 51; I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22). Assessment data are stored in an outcomes management system, "Improve by Nuventive" (II.A.3.5 Nuventive Outcomes RAD 61B and S1206). The Outcomes Coordinators regularly check Nuventive to ensure that assessments of SLOs are current and notify departments/divisions of the four-year cycle of SLO review for each course (II.A.3.6 SLO Division Reminder; I.B.2.3 Sample Division SLO Summaries).

SLOs are in place for all courses, programs, certificates, and degrees. The College's terminology for outcomes includes two terms to refer to course learning outcomes: course-level Measurable Objectives (MOs) and SLOs (II.A.3.7 AmLa MOs to SLOs). Faculty identify course MOs and are included on each Course Outline of Record (COR) (II.A.3.8 Sample COR With MOs Hist 10H). SLOs are on all course syllabi and available on the College website (II.A.3.9 Arts Division Sample Syllabi and SLOs; II.A.3.10 Business Division Sample Syllabi and SLOs; II.A.3.11 Humanities and Social Sciences Division Sample Syllabi and SLOs; II.A.3.12 Kinesiology and Athletics Division Sample Syllabi and SLOs; II.A.3.13 Library and Learning Center Division Sample Syllabi and SLOs; II.A.3.14 Natural Sciences Division Sample Syllabi and SLOs; II.A.3.15 Technology and Health Division Sample Syllabi and SLOs). SLOs are also linked in the COR (I.B.2.5 SLO Link in WebCMS; I.B.2.6 Master List of SLOs). The College provides guidance via a syllabus website on creating syllabi that meet appropriate requirements to be distributed by the first day of class (II.A.3.16 College Syllabus Guidelines). Each term faculty submit syllabi to their division dean for each course preparation taught (II.A.3.17 Smartsheet Syllabi Submission). In addition, SLOs are publicly available on the College SLO page (II.A.3.2 Outcomes SLO Webpage).

Learning outcomes for courses and programs offered as distance education are the same as the learning outcomes for the courses and programs taught in the traditional mode. When the Curriculum Liaison and DL Coordinator discovered that Distance Learning Amendment Forms were impeding the curriculum process in WebCMS, the Distance Learning Committee recommended creating an alternate submission process through a Smartsheet which was approved by C&I and Academic Senate (II.A.3.18 Distance Learning Amendment Form). Learning outcomes for programs are called program level outcomes (PLOs) and are included in the College's catalog (II.A.3.19 PLOs 2022-23 Catalog pp. 22-23). Learning outcomes for the forthcoming histotechnology baccalaureate degree are identified and will be assessed consistent with institutional processes (II.A.3.20 Histotechnology Application p. 10).

Analysis and Evaluation

Using established procedures, Mt. SAC identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. All courses at the College have been officially approved and current course outlines include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Mt. SAC has developed Administrative Procedures (APs) and Board Policies (BPs) which are used by the Educational Design Committee in the review and approval of all courses, including developmental, pre-collegiate and continuing education (I.B.4.15 BP 4020 Program, Curriculum, and Course Development; I.B.2.8 AP 4020 Program and Curriculum Development). All transferable or degree applicable credit courses are designated collegiate, while non-degree applicable courses include pre-collegiate and noncredit courses. (I.B.2.7 Mt. SAC Catalog: AmLa 80 p. 281, Short-term vocational p. 429, Continuing Ed p. 417). Delivery modes for both credit and noncredit courses can include face-to-face, hybrid/partially online, and fully online. The curriculum process begins with a faculty author, after which department chairs and division deans review courses and programs before their submission to the Distance Learning Committee (DLC) if the course will be offered in an online modality (II.A.2.1 Curriculum Stages; II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval). The Educational Design Committee (EDC) completes the technical review which includes the DLC amendment, the appropriate credit or noncredit designation, and location of courses and programs, prior to the approval by Curriculum and Instruction Council (C&I) (II.A.3.18 Distance Learning Amendment Form; II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval). C&I makes the final recommendations to the Board of Trustees (II.A.4.1 BOT Curriculum Approval).

Once a course is approved as degree applicable or non-degree applicable, this information is listed in the catalog along with sequencing information if appropriate (II.A.4.2 AmLa Class Chart). The catalog information clearly describes knowledge and skills necessary for success (I.B.2.7 Mt.

SAC Catalog pp. 132-133). Pre-collegiate and college-level curriculum are distinguished in the Course Outline of Record (COR). Course numbering protocols indicate the level of courses. Course status as degree applicable or non-degree applicable is indicated on the COR (II.A.4.3 AmLa Degree Non-Degree Applicable). In accordance with California Assembly Bill (AB) 705, high school graduates place directly into transfer-level courses and, as a result, the number of pre-collegiate credit courses scheduled has decreased significantly. While AB 705 has led to a decrease in pre-collegiate courses, noncredit support courses have increased to help students succeed in transfer-level courses. As a result, access to transfer-level English and math has increased (II.A.4.4 AQ Placement Distribution). There is alignment between pre–collegiate and college–level curriculums to ensure clear and efficient pathways for students (II.A.4.5 Math Department Flowcharts; II.A.4.6 ESL – AMLA Flowchart).

The unit cap for pre-collegiate coursework as well as College support for student advancement into college level curriculum is guided by AP 4222 which states, "The College will make every effort to notify students who have completed 20 units, or more, of pre-collegiate basic skills courses, of their status, and of campus resources available to support their academic progress" (II.A.4.7 AP 4222 Remedial Coursework). Support for students, including those who are working towards collegiate level courses, is provided in conjunction with the Learning Assistance classes at the Academic Support and Achievement Center (ASAC), which also includes dedicated Student Achievement Workshops (II.A.4.8 ASAC Tutoring). Students also have access to specific tutoring services with the Math Activities Resource Centers & Support (MARCS) (II.A.4.9 MARCS Tutoring). Students may also have embedded academic support through the Writing Center, such as supplemental instructors, embedded tutors, or tutors in the classroom, who further support students in learning the knowledge and skills needed to be successful in collegiate-level courses (II.A.4.10 Writing Center Tutor Services).

Some of the offerings in the School of Continuing Education are pre-collegiate, noncredit courses and programs that assist students for success in college-level coursework. For example, the Adult Basic Education (ABE) department offers Adult High School Diploma and High School Equivalency programs (II.A.4.11 ABE Info Flyer). Both programs help students prepare for college-level courses and provide pathways to credit. For those students who have transitioned to credit, ABE provides specialized support for transfer-level math and English courses through the Academic Intervention for Math and English (AIME) program, which offers the following noncredit courses: Math Preparation for BSTEM success, Math Preparation for STATS success, and English Preparation for College Success (I.B.1.26 AIME Website).

Analysis and Evaluation

Mt. SAC offers pre-collegiate curriculum, clearly distinguished from college-level curriculum on Course Outlines of Record, in the College catalog, and in class schedules. Program quality and improvement are embedded in Mt. SAC's curriculum planning process. The Adult Basic Education department within the School of Continuing Education offers students a variety of methods to gain pre-collegiate skills to transition to or succeed in collegiate-level courses.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Mt. SAC follows practices common to higher education through policies and procedures that ensure programs and degrees comprise the highest quality elements of student learning and employ best practices in delivery of those programs. All these processes are a product of shared governance collaboration and are in response to state mandated as well as locally developed standards. All courses and programs adhere to the appropriate length, breadth, depth, rigor, course sequencing, and time to completion as required by the Program and Course Approval Handbook (PCAH) 8th edition, Title 5 Regulations, and Education Code (II.A.5.1 PCAH 8th Edition pp. 78-102). Mt. SAC Board Policies (BP) and Administrative Procedures (AP) ensure the rigor, appropriateness, and timely execution of programs and degrees (II.A.5.2 BP/AP 4020, BP/AP 4025, BP/AP 4260). The School of Continuing Education (SCE) high school program maintains high standards for curriculum and instruction. Noncredit high school courses submitted by SCE for University of California (UC) A-G requirements went through a rigorous review process and were approved by UC discipline faculty (II.A.5.3 UC A to G Course List).

Under the guidance of the Educational Design Committee (EDC), faculty content experts sequence materials and assure the content, quality, and rigor of new and updated courses. Resource members of the committee (e.g., the articulation officer and others) provide policy and procedural expertise (II.A.5.4 EDC Content Experts). All new degrees and certificates submitted through the curriculum review process are required to contain course sequencing tables that note the courses in a specific order across a recommended timeline. Course sequencing tables are included in the program narrative submitted to the Chancellor's Office (II.A.5.5 Course Sequence Program Narrative). The College Catalog provides Guided Pathways course sequence recommendations (II.A.5.6 Guided Pathways pp. 22-23 Catalog). The minimum requirements of most of Mt. SAC's associate degrees, including Associate Degrees for Transfer (ADT), are 60 units and are included in the College Catalog (II.A.5.7 ADTs Units Requirement).

The Histotechnology B.S. requires at least 40 semester credits of upper division coursework, including major and general education courses. The total number of units for the baccalaureate degree is 127-128 units, and program length and instructional delivery mode are appropriate for the level of rigor. Academic credits for the baccalaureate degree are clearly distinguished from lower division course work. The instructional level and curriculum of upper division courses are comparable to commonly accepted higher education degrees and reflect higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. Student expectations, learning outcomes, and examinations demonstrate the rigor that is commonly accepted for degrees in higher education (II.A.5.8 Baccalaureate Rigor).

Analysis and Evaluation

Mt. SAC degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 127-128 credits or the equivalent at the baccalaureate level.

A Group of Students Pose for the Summer Transition Enrichment Program

Image Credit: Jeffrey George

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Mt. SAC schedules classes aligned with student needs and program pathways to facilitate student completion of certificate and degree programs in a reasonable period. Mt. SAC offers nearly twenty fully online programs to meet the diverse needs of students (II.A.6.1 List of Fully Online Programs). Leveraging Guided Pathways program maps, faculty and deans examine multi-year course scheduling patterns to ensure students can finish their programs in an efficient manner (II.A.6.2 Soc AAT Two-year Path). During the June 2021 commencement, the College celebrated the highest number of degree and transfer degree attainment in five years, demonstrating effective scheduling for timely student completion (II.A.6.3 Transfer Completion Data 2016-21). For scheduling the forthcoming baccalaureate degree in histotechnology, similar strategies will be used to ensure that students can complete the program in a period consistent with established higher education expectations. The pandemic prevented the offering of in-person lab, practicum, and externship classes, which disrupted student completion of certificate requirements in 2020-21 (II.A.6.4 Cert Decline ACCJC Rprt 2022). In-person classes are primarily on the College campus with courses also offered at locations in the district including Brackett

Airfield, the Mt. SAC Early College Academy in West Covina, and at high school campuses through dual enrollment. School of Continuing Education (SCE) courses take place on campus and throughout the community (II.A.6.5 SCE Locations).

Using a data-driven, collaborative, and responsive approach, the class schedule for each term reflects the College's commitment to equity and success. The Enrollment Management Data Dashboard provides comparative data on enrollment counts, including course fill rates, student wait lists, and full-time equivalent students by course, department, and division, which faculty and deans use to inform decision making to add or cancel classes (II.A.6.6 Enrollment Data Sum 22 vs Sum 21). Faculty and deans also use reports to identify and contact students who may be one or two courses away from program completion (II.A.6.7 Near Completer Report Fall 21). Individual departments may also conduct student surveys to inform scheduling sequencing needs (II.A.6.8 Audio Arts Student Degree Process Survey). The Assessment and Matriculation Committee (AMC) provides insights and recommendations passed along to the Office of Instruction scheduling team (II.A.6.9 AMC Minutes 10-26-22 p. 3).

Units and departments evaluate data for time-to-completion to develop plans to improve completion rates. For example, Mt. SAC Communication Department faculty developed a pilot Accelerated Study in Associate Programs (ASAP) for students to complete an Associate Degree for Transfer (ADT) in one year through an online program (II.A.6.10 Comm Studies ASAP Degree). Further, the Weekend College program is under development for students to complete a certificate or ADT in two years (II.A.6.11 Weekend College Pilot Program Draft).

Analysis and Evaluation

Mt. SAC's dynamic enrollment management process results in a schedule that promotes student success, meets students' needs, and allows for completion of programs of study in an efficient and timely manner and in keeping with the College mission. All programs result in the achievement of degrees, certificates, employment, or transfer to other higher education programs.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Mt. SAC uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. The College's commitment to addressing diversity is built on its mission, core values, and goals (I.A.1.3 PAC Approval of Mission, Vision, Values). The College demonstrates this commitment by meeting the needs of the learning styles of its students and identifying students by subpopulations (II.A.7.1 Success Retention Rates). Protocols are in place to determine the appropriate delivery modes for its diverse student populations. Instruction, School of Continuing Education, and Student Services Academic Master Planning Summit meetings bring together faculty, classified professionals, and administrators to assess and plan modes and methods to implement instructional strategies and support

interventions to serve students (II.A.7.2 Fall 21 SS Summit Agenda). Faculty professional development focuses on practices to promote equity and success in all modes of instructional delivery through inclusive teaching practices (II.A.7.3 Faculty Flex Day Agenda; II.A.7.4 DEI Prof Dev Title V Grant; II.A.7.5 Tech Week Training). The Faculty Center for Learning Technology (FCLT) provides standalone resources, including synchronous online and self-paced workshops geared towards pedagogical application of online educational tools and accessibility. The FCLT regularly solicits faculty input through surveys to determine training needs (II.A.7.6 Faculty Center for Learning Technology; II.A.7.7 Resources Services; II.A.7.8 Faculty Survey FCLT).

Mt. SAC follows Administrative Procedure (AP) 4105 to approve courses for distance education (I.C.8.8 AP 4105 Distance Learning). The Distance Learning Committee (DLC) assesses Distance Learning Amendment Forms to facilitate compliance with federal regulations. The DLC ensures that regular substantive interaction requirements with the instructor and between student peers are initiated by the instructor, and that online activities are included as a part of the student's grade (II.A.7.9 AABS1 DL Form). All distance learning courses meet 508 accessibility and Title 5 compliance requirements. All instructors must receive certification to teach online courses through a College-developed training or an approved equivalent and must re-certify every four years to maintain eligibility to teach online (II.A.7.10 DL SPOT and Equivalents). Additional support for quality student-centered distance learning courses is provided through participation in the California Virtual Campus (CVC) Consortium. In December 2021, Mt. SAC became both a teaching and a home college, with 26 quality-badged courses that underwent an extensive and robust Peer Online Course Review (POCR) process and are now available to students through the statewide CVC cross-enrollment platform (II.A.7.11 CVC Peer Online Course Review).

Mt. SAC evaluates the effectiveness of its delivery modes and uses results to guide improvements. Student success as measured by completion with a passing grade in distance learning courses is closely monitored (II.A.7.12 DL Success Data Since 2017). The pandemic resulted in a shift to asynchronous and synchronous online modalities. The College evaluates success data in asynchronous, synchronous, hybrid, and face-to-face formats to determine appropriate delivery modes for the diverse student populations (I.B.5.6 20-21 Rates by Modality; II.A.7.13 Modality Success Rates Disaggregated by Ethnicity). Faculty use this data to determine modalities which best support students (II.A.7.14 DL Ed Course Success Rates; II.A.7.15 On Campus Success Rates). The Board receives annual reports on distance learning that address total classes scheduled in distance learning modality, student access, student success, success measures compared to face-to-face courses, and accreditation information regarding distance learning (II.A.7.16 DL BOT Report 11-4-20; II.A.7.17 DL BOT Report 8-12-22). The College also provides equitable learning support services for distance learning students. All registered students have 24/7 access to the library, academic support, and technical services through the Mountie Student Hub in Canvas (II.A.7.18 Mountie Student Hub).

Analysis and Evaluation

Mt. SAC effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students and supports equity in success for all students. Through reflection, review of data, surveys, and other research, the College regularly

reviews its programs and services to address the diverse and changing needs of its student population.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Mt. SAC programs and departments have clear structures in place to determine pre-requisite criteria and ensure their consistent application. Programs and departments evaluate students' prior learning by following Board Policy (BP) and Administrative Procedure (AP) 4235 and AP 4285 (II.A.8.1 BP/AP 4235 Credit by Exam and AP 4285 Credit for Prior Learning or Extra-Institutional Learning). A list of externally administered examinations acceptable for credit is published in the College Catalog (II.A.8.2 Credit Exam List Catalog). Petitions for credit by examination are available at each division office (II.A.8.3 Petition Credit Exam). The Adult High School Diploma Program in Adult Basic Education (ABE) also assesses prior learning through a credit-by-exam option (II.A.8.4 Credit Exam List Catalog ABE).

The Mt. SAC English as a Second Language (ESL) Computer Adaptive Placement Test (ESL CAP Test) is utilized as a diagnostic to assess new incoming ESL learners for seven levels of noncredit ESL courses (Levels Pre-1, 1, 2, 3, 4, 5, 6) based on their test results. The top three levels are the upper-level courses as students may articulate directly into American Language (AmLa/credit ESL) upon completion of Level 4 or higher. There is an additional "level" of 6+ to indicate when a student may already be ready to transition to the Vocational English as a Second Language program or take credit classes (II.A.8.8 ESL Branching Model; II.A.8.9 ESL Branching Rules). The ESL CAP test is reviewed regularly for validity and reliability based on guidance from the California Community Colleges Chancellor's Office. All test items are aligned with the English Language Proficiency (ELP) Standards and College and Career Readiness Standards. ESL conducts satisfaction surveys of students who have completed the intake process and registered for class within 4-6 weeks and their instructors. Approximately 83 percent of new students report satisfaction with their assigned course levels. Approximately 91 percent of instructors report satisfaction with student assigned course levels (II.A.8.10 ESL Survey Results Winter 2023).

Currently, the College does not have department-wide course and/or program examinations. AP 4235 provides the guidelines for departments who wish to institute a department-wide examination and includes the stipulation that, "the department will establish written guidelines by which the eligibility of a student to take such an examination is determined," to ensure both reliability and the reduction of testing bias (II.A.8.1 BP/AP 4235 Credit by Exam and AP 4285 Credit for Prior Learning or Extra-Institutional Learning). In those courses and/or programs requiring industry accreditation or licensure (e.g., nursing, respiratory therapy, etc.) a standardized exam is required. These exams are provided and monitored by the relevant accrediting or credentialing bodies. For example, the Radiologic Technician program graduates sit for the American Registry in Radiologic Technology (ARRT) certification exam upon program completion. The ARRT Board of Trustees validates exam content. Student test scores are validated using a scaled score (II.A.8.11 ARRT Exam Results Report).

Analysis and Evaluation

Mt. SAC does not use department-wide course and/or program examinations. The College validates the effectiveness of direct assessment of prior learning. Mt. SAC Administrative Procedures and Board Policies ensure that credit for prior learning and credit by examination are followed to consistently evaluate and apply credit for students' prior learning. The College ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Mt. SAC awards students course credit, degrees, and certificates based on attainment of student learning outcomes (SLOs) in corresponding programs. At a course level, passing grades on assignments or exams link directly to students' demonstration of achieving learning outcomes (II.A.9.1 COR Canvas Rubric Example). Course credit is awarded based on this demonstration of achieving learning outcomes in accordance with accepted norms in higher education. Course SLOs are mapped to program level outcomes (PLOs) and institutional level outcomes (ILOs) (II.A.9.2 Courses Mapped to ILOs; II.A.9.3 Degrees & Certs Map to ILOs; II.A.9.4 Degrees & Certs Map to PLOs). Through assessment of course SLOs, faculty evaluate the learning occurring not only at in the course but also at the program and institutional levels (II.A.9.5 SLOs COR from WebCMS; II.A.9.6 Program PLOs Listed Catalog). This process ensures that achievement of programmatic level outcomes is the basis for awarding degrees and certificates.

Mt. SAC follows the Federal standards for clock-to-credit-hour conversions. Administrative Procedure (AP) 4024 defines a unit of credit as 18 lecture contact hours plus a minimum of 36 additional hours of related independent student work for a total of 54 laboratory or activity contact hours (II.A.9.7 AP 4024 Units-to-Contact-Hour Relationship). The exceptions are work experience and internship courses, which award one unit of credit in compliance with Title 5 specifications under section 55256.5 for each 75 hours of paid work or 60 hours of unpaid work (II.A.9.8 AP 4103 Work Experience). The Mt. SAC Catalog describes credits awarded for the successful completion of each course (I.B.2.7 Mt. SAC Catalog).

The histotechnology baccalaureate degree and the course credit for this degree is based on student learning outcomes. These outcomes are consistent with accepted norms and equivalencies in upper division higher education courses (II.A.3.20 Histotechnology Application p. 10).

Analysis and Evaluation

Mt. SAC awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with federal guidelines, Title 5, and institutional policies that reflect generally accepted norms or equivalencies in higher education.

The College offers courses based on clock hours and follows federal standards for clock-to-credit-hour conversions.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Mt. SAC has approved policies and procedures in place to address the transfer of classes from and to other institutions, and these policies and procedures are communicated to students (II.A.10.1 Transfer Policies). The College's transfer policies are clearly stated and available to students in the Catalog (II.A.10.2 Transfer Policies Catalog pp. 241-261). Administrative Procedure (AP) 4051 defines the evaluation and acceptance process for granting credit for other college coursework (II.A.10.3 AP 4051 Course Equivalent Variance). Transfer credits are accepted through a review of course learning outcomes. When courses are accepted by Mt. SAC from other schools, either within or outside of the state, faculty discipline experts determine course equivalencies and substitutions (II.A.10.4 Variance Form for Equivalent Course). Transcript evaluators can also research a database of equivalent courses that resides on a shared drive accessible to Mt. SAC evaluators, counselors, and advisors (II.A.10.5 Database Equivalent Courses). Transfer of coursework policies and procedures are regularly reviewed and revised through the shared governance process (II.A.10.6 C&I Minutes 2021 Revise AP 4051).

Mt. SAC has developed, implemented, and evaluated articulation agreements with institutions where patterns of student enrollment have been identified. AP 4050 Articulation establishes how the College develops articulation agreements as appropriate to its mission (II.A.10.7 AP 4050 Articulation). The catalog and course schedule identify each course that is California State University (CSU) or University of California (UC) transferable. Board Policy (BP) and AP 4235 Credit by Exam, define the types of credit earned through externally administered exams (II.A.10.8 BP AP 4235 Credit Exam). Advanced Placement (AP), International Baccalaureate (IB) Exams and College Level Examination Program information and charts are clearly stated in the college catalog for both local and transfer credit (II.A.10.9 Transfer AP IB GE). Mt. SAC's articulation agreements between the CSUs (California State Universities), UCs (University of California), and CCCs (California Community Colleges) are available on the ASSIST database (II.A.10.10 ASSIST). The College has separate articulation agreements with private and out-of-state universities (II.A.10.11 USC Articulation Agreement). In addition, many courses are approved through the C-ID approval process used throughout California. The College catalog and course schedule identify courses that have an approved C-ID descriptor (II.A.10.12 ENGL 1A CID Descriptor). Transfer policies regarding semester units, prerequisites, experiential activities, and general education ensure that the histotechnology baccalaureate degree students will meet program requirements (II.A.3.20 Histotechnology Application).

Analysis and Evaluation

Mt. SAC makes available clearly stated transfer-of-credit policies to its students. In accepting transfer credits to fulfill degree requirements, the College process allows certification that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the College develops articulation agreements as appropriate to its mission. Although the Histotechnology Bachelor's Degree includes several skills-based courses for which there is no equivalent at other institutions, many of the required lower-division courses are transferable. The upper division courses are being developed with the expectation that courses such as biochemistry, hematology, cytology, and pathology will all be transferable to other degree programs at four-year colleges and universities.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Mt. SAC has defined institutional level outcomes (ILOs) to address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (II.A.11.1 ILOs in Catalog). The Outcomes Committee periodically reviews the ILOs in relationship to the College mission and makes recommendations for changes as needed (I.A.3.12 Outcomes Committee Minutes 4-18-23). Course student learning outcomes (SLOs) are assessed on a four-year cycle (II.A.11.2 Min SLO 4yr Review Cycle). Faculty map these SLOs to the broader program level outcomes (PLOs) and ILOs (II.A.9.2 Courses Mapped to ILOs; II.A.9.3 Degrees & Certs Map to ILOs; II.A.9.4 Degrees & Certs Map to PLOs). Outcomes assessment is a cyclical process that involves identifying desired results, collecting, and analyzing relevant data, discussing findings, and directing activities that improve student learning, service delivery, and specialized programs (I.B.4.13 Entering SLO and PLO Data into PIE; I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22). Faculty Outcome Coordinators work with and assist their colleagues in assessing SLOs and PLOs (I.B.8.9 Title V Data Projects; I.B.8.10 GPS Mini-grant Faculty PLO Liaisons; I.B.8.11 PLO Liaison Workplan). Student learning outcomes in the histotechnology baccalaureate program are consistent with accepted norms in higher education (II.A.3.20 Histotechnology Application p. 10).

Analysis and Evaluation

Mt. SAC uses criteria in the development of institutional level outcomes, program level outcomes, and student learning outcomes to establish and evaluate communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

A Histotechnology Student Works in a Lab

Image Credit: Mt. SAC Marketing

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Mt. SAC has a general education philosophy that reflects its degree requirements and its institutional level outcomes (ILOs) which are both articulated in the catalog along with a list of general education courses currently offered (I.B.2.7 Mt. SAC Catalog pp. 56-63). General education (GE) patterns are listed on Degree Works Mountie Academic Plan (MAP) (II.A.12.1 MAP AA GE Template). Mt. SAC has a developed rationale and philosophy for general education that serves as the basis for the inclusion of courses in general education (II.A.1.6 BP 4025 AA GE Criteria). Faculty determine the appropriateness of each general education (GE) course following the Program and Course Approval Handbook (PCAH) and the local curriculum processes established by the Educational Design Committee (EDC) and Curriculum & Instruction Council (C&I), which include considerations of inclusion of GE courses (II.A.12.2 Web CMS GE Supplemental Form). GE courses reflect higher education rigor and quality (II.A.12.3 English 1A COR; II.A.12.4 Physics 4C COR; II.A.12.5 Speech 2 COR). In fall 2022 the Mt. SAC Academic Senate convened an Assembly Bill 928 Workgroup to review the enacted legislation and make recommendations to successfully implement the California General Education Transfer Curriculum (Cal-GETC) at Mt. SAC (II.A.12.6 AB 928 Workgroup Recommendations).

Faculty develop curricula that include student learning outcomes (SLOs) for each course, with

program level outcomes (PLOs) linked to institutional level outcomes (ILOs) (I.B.2.6 Master List of SLOs; II.A.3.11 Humanities and Social Sciences Division Sample Syllabi and SLOs; II.A.3.14 Natural Sciences Division Sample Syllabi and SLOs). The Mt. SAC Mission and Core Values establish the College commitment to civic responsibility and lifelong learning (II.A.12.7 Mission President's Email). Stemming from this institutional commitment, ILO #4 specifically addresses the issues of civic responsibility and life-long learning: "personal, social, civic, and environmental responsibility" (II.A.12.8 ILO 4 Civic Responsibility). For the forthcoming histotechnology baccalaureate degree, at least 46 semester units of lower-division and 12 semester units of upper-division general education coursework are required. The distribution of courses is across the major student areas for general education and encompasses baccalaureate-level SLOs and competencies (II.A.5.8 Baccalaureate Rigor).

Analysis and Evaluation

All Mt. SAC degree programs require a component of general education as stated in the catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based on a carefully considered philosophy for inclusion, student learning outcomes, and competencies. Learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All Mt. SAC programs require a focused area of inquiry or an interdisciplinary core and include key theories and practices appropriate for a certificate of achievement or associate degree (I.B.2.7 Mt. SAC Catalog pp. 64-239). Students earn a degree when they complete courses in general education and an area of inquiry and meet required competencies (I.B.2.7 Mt. SAC Catalog pp. 52-63). Board Policy (BP) 4020 Program, Curriculum, and Course Development and Administrative Procedure (AP) 4020 Program and Curriculum Development, details that programs and curricula are current, relevant, and evaluated to ensure quality curricular offerings appropriate to their mission (I.B.4.15 BP 4020 Program, Curriculum, and Course Development; I.B.2.8 AP 4020 Program and Curriculum Development). Advisory committees review and make recommendations for new Career Education (CE) degrees and certificates. When creating a new CE program, the College obtains recommendations through the Los Angeles Regional Consortium (LARC) (II.A.13.1 LARC Prog Recom Min 9-22). The Curriculum & Instruction Council (C&I) reviews and makes recommendations about programs and courses, including the assessment of learning outcomes and appropriateness of course levels (II.A.13.2 C&I Minutes 11-22).

Programs must align their program level outcomes (PLOs) with course student learning outcomes (SLOs) and institutional level outcomes (ILOs). PLO Coordinators work with faculty to support alignment and robust assessment of SLOs and PLOs (II.A.9.2 Courses Mapped to ILOs; II.A.9.3 Degrees & Certs Map to ILOs; II.A.9.4 Degrees & Certs Map to PLOs). Degrees are identified in the catalog with courses in an area of inquiry or interdisciplinary core based upon SLOs and competencies (II.A.13.3 Animation Degree Catalog, Guided Pathway Track, Course SLOs).

The histotechnology baccalaureate degree builds upon an outstanding CE program by preparing students for managerial positions and transfer into professional advanced degree programs, such as Pathology Assistant. Upper division courses include cadaver-based Anatomical Pathology, Biochemistry, Advanced Microscopy, Pathobiology of Cancer and Angiogenesis, and Forensic Histopathology (II.A.5.8 Baccalaureate Rigor).

Analysis and Evaluation

Mt. SAC degree programs require students to master a focused area of study or an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon SLOs and competencies and includes proficiency in key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Mt. SAC credit and noncredit Career Education (CE) programs ensure that graduates completing certificates and degrees demonstrate competencies that meet employment and other applicable standards. Administrative Procedure (AP) 4102 Career and Technical Education, defines CE program requirements (II.A.14.1 AP 4102 CTE). The College verifies and maintains the currency of employment opportunities and other external factors in all CE areas. The Career Hub website provides career information, tools, data, and other supportive information for students (II.A.14.2 Hub Career Options).

Many of Mt. SAC's programs are accredited by outside agencies (II.A.14.3 Mt. SAC Programmatic Accreditations). Student achievement of technical and professional competencies is based on meeting student learning outcomes for courses and programs (II.A.14.4 Sample Syllabi with Professional Competency SLOs). Faculty use industry, accrediting, and licensure standards to create course student learning outcomes (SLOs) and program level outcomes (PLOs) to ensure that certificates and degrees meet applicable standards. CE program faculty members work closely with industry experts in local and regional advisory committees to define competencies and outcomes aligned with workforce needs and provide students with technical and professional competencies to successfully enter the workforce (II.A.14.5 Real Estate Advisory Minutes).

The Mt. SAC website maintains current information of external requirements and other factors related to CE degree and certificate programs and current information about employment opportunities (II.A.14.2 Hub Career Options). Credit CE programs, such as Nursing, Fire Technology, and Real Estate Sales and Practices, as well as some noncredit vocational programs that require licensure, prepare students effectively to take licensing exams as evidenced by passing rates (II.A.14.6 CA License Exam Pass Rates). Short-Term Vocational (STV) programs, such as Certified Nursing Assistant, Emergency Medical Technician, and Pharmacy Technician offer appropriate coursework containing professional and technical competencies. Upon completion of many of these short-term programs, students must take an exam to gain state or national licensing (II.A.14.7 ASCP Pass Rate Histotech). The forthcoming histotechnology baccalaureate CE degree ensures students will be able to meet employment standards and licensure certification requirements in their field of study (II.A.14.8 BS Histotech License Cert).

Analysis and Evaluation

Mt. SAC graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. Faculty work with local and regional advisory committees, external licensing and credentialing agencies, and industry experts to establish competencies and outcomes for programs.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Mt. SAC has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with minimum disruption. According to Administrative Procedure (AP) 4021 At-Risk Programs and Program Discontinuance, a program receives an at-risk designation when its program data has shown a lack of demand, completion, transfer, employment, retention, or success rates. If discontinuance is recommended, a two-year plan includes notifying students, faculty retraining or reassignment, student completion, and movement of course content to non-credit or community service (II.A.15.1 AP 4021 At Risk Programs).

According to AP 4027, students who remain continuously enrolled during spring and fall semesters and/or enroll in intersessions have catalog rights, guaranteeing them the option of fulfilling program requirements listed in either the current catalog or the catalog requirements for the year they entered the College (II.A.15.2 AP 4027 Catalog Rights; I.B.2.7 Mt. SAC Catalog p. 23). Although Mt. SAC has not discontinued a program in the last seven years, AP 4021 stipulates the process if it should occur, "... [a discontinuance] report to [Academic Mutual Agreement Council] AMAC shall document notification and accommodation of students currently enrolled in the program..." (II.A.15.1 AP 4021 At Risk Programs).

Analysis and Evaluation

When programs are eliminated or requirements are significantly changed, the College makes appropriate arrangements so that students may complete their education quickly with little disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Mt. SAC regularly evaluates and improves the effectiveness, quality, and currency of all programs through its curriculum review and approval process. The Educational Design Committee (EDC) and Curriculum & Instruction Council (C&I) facilitate a five-year review process of credit and noncredit course and program content, quality, and modes of delivery (II.A.16.1 Memo 5-Year Review Cycle).

The Planning for Institutional Effectiveness (PIE) program review process also demonstrates a commitment to relevancy, appropriateness, and achievement of student learning outcomes, academic standards, currency, and systematic review and improvement of instructional courses and programs (II.A.16.2 PIE Committee Minutes Sept 2022; II.A.16.3 Instructional Unit PIE FCLT). All College programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location, complete the PIE process annually (I.B.4.7 Sample PIE Report Mental Health). The results of program evaluation are used in institutional planning. For example, in the 2021-22 program review cycle, the English as a Second Language (ESL) program in the School of Continuing Education (SCE) identified a need for Distance Learning (DL) curriculum support. SCE obtained funding for this request, and ESL overhauled their DL courses to align their course shells with accessibility requirements and integrate an equity-based curriculum (II.A.16.4 ESL PIE DL Request).

In response to the disproportionate impact data that demonstrated significant gaps for student success, in 2020, Mt. SAC launched data coaching to promote data literacy and encourage data examination of student outcomes and achievements in academic programs and in specific courses to address the equity gap (I.B.6.10 Data Coaching; I.B.6.11 Power of Our Data Conference 3-13-20; I.B.5.7 Success and Retention Data; II.A.16.5 Success and Retention Rates by Ethnicity). Title V funding provided support for Data Coaching as part of an overall strategy to "Create an Equity-Minded Campus Culture" (II.A.16.6 Title V Five Year Goals). Goal number three of the Title V Grant 2019-2024 is to "Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes." This is accomplished through the training of a cohort of faculty data coaches from a cross section of units and divisions who provide peer-based opportunities for collaborative inquiry including analyzing student data, identifying equity gaps, piloting new instructional strategies, and measuring the impact of these new pedagogies on student outcomes (II.A.16.7 Title V Goal 3 Data Coaching; II.A.2.10 Data

Coaching Title V Grant; II.A.2.11 Data Coaching Program Overview). Data coaching aims to create a culture of inquiry by actively engaging and exploring the data to have deeper conversations about what the data means and what faculty can do with this data (II.A.16.8 Magic Mountie Podcast Data Coaching). By examining individual course data and participating in training such as certificates earned through The Association of College and University Educators, the Center for Organizational Research and Education which provides anti-racist certificate training, and other workshops offered by the College, faculty have been able to make course-level changes in pedagogy to close the equity gap (II.A.16.9 Sample Course Disaggregated Data Analysis; I.B.5.14 Sample Faculty Self-Evaluation). Efforts at the individual level will inform and shape plans for the implementation of programmatic Data Coaching and specific training to close equity gaps across programs (II.A.16.10 Email on Planned Data Coaching Programmatic Applications).

Analysis and Evaluation

Mt. SAC regularly evaluates and improves the quality and currency of all instructional programs offered regardless of delivery mode or location. The College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. Institutionalized processes and activities ensure the evaluation and improvement of course and program quality. The PIE program review process also illustrates Mt. SAC's commitment to evaluating and improving the quality and currency of all instructional programs. The use of outcomes is the primary process by which program quality is ensured.

Conclusions on Standard II.A: Instructional Programs

Mt. SAC ensures that all credit and noncredit instructional programs are at the levels of quality and rigor appropriate for higher education. Through the shared governance process, the College has procedures and practices in place to ensure that curricula developed by faculty experts, including career education and distance education courses and programs, meet the rigorous standards of approval in accordance with state and federal requirements. All degree programs have a substantial component of general education designed to ensure breadth of knowledge and promote intellectual integrity. Through outcomes analysis and the program review process, the College assesses courses and programs and uses the results of this assessment to improve educational quality and institutional effectiveness. Mt. SAC is committed to addressing equity gaps and promotes professional development opportunities for faculty to advance equitable and inclusive pedagogies in the classroom.

Improvement Plan(s)

Mt. SAC has identified the need to strengthen effective practices and structures to support and integrate outcomes assessment, curriculum, and the College's Planning for Institutional Effectiveness (PIE) processes. In spring 2022 Mt. SAC requested technical assistance from a Partnership Resource Team associated with the Institutional Effectiveness Partnership Initiative. Through this collaboration, the College has renewed its dedication to meaningful outcomes and assessment processes and has identified areas of focus for improvement. Using the governance

process, Mt. SAC will more formally integrate outcomes assessment with the curriculum review process. Increased communication of existing opportunities for part-time faculty to engage with curriculum and outcomes processes will support the overall effort. Additionally, the focus will be to increase the use of outcomes data in the PIE program review process to drive plans for improvement. Professional development will be utilized to support faculty, departments, and units in leveraging outcome data for course, program, and institutional improvement, documented through the PIE process.

Evidence List

II.A.1

- I.A.4.1 Mission, Vision, Values, Priorities
- I.A.1.3 PAC Approval of Mission, Vision, Values
- II.A.1.1 Deg & Cert SLO Req Catalog
- II.A.1.2 Program Employment Catalog
- II.A.1.3 Program Transfer Catalog
- II.A.1.4 SLO link PUBH 24 COR
- II.A.1.5 WebCMS AmLa 87
- I.B.4.15 BP 4020 Program, Curriculum, and Course Development
- I.B.2.8 AP 4020 Program and Curriculum Development
- II.A.1.6 BP 4025 AA GE Criteria
- II.A.1.7 COR SLO Phys 2A
- II.A.1.8 Program Outline PLO
- II.A.1.9 Awards Data Certificate and Degrees
- II.A.1.10 Advisory Minutes Strong Workforce Needs
- II.A.1.11 WASC Profile CCE 2019-22
- II.A.1.12 BS Histotechnology Substantive Change Application
- II.A.1.13 Histotechnology Student Demand Survey

II.A.2

- I.B.2.8 AP 4020 Program and Curriculum Development
- II.A.2.1 Curriculum Stages
- II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval
- II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function
- II.A.2.4 Sample WebCMS COR
- II.A.2.5 COR SLOs Phys2A
- I.B.1.21 Child Development Advisory Committee Minutes
- I.B.1.22 Math and English COP
- I.B.1.23 COP Team CoCo
- I.B.1.24 SEAP COP Work Plan
- I.B.1.25 AmLa Dept COP
- II.A.2.6 Adjunct Funding Request
- II.A.2.7 Adjunct Faculty Compensation FA Contract, Credit and Noncredit Faculty
- II.A.2.8 SCE Email Part-time Compensation for Meetings
- II.A.2.9 ESL Meeting Minutes 2021
- II.A.2.10 Data Coaching Title V Grant
- II.A.2.11 Data Coaching Program Overview
- I.B.8.7 Data Literacy Newsletter
- II.A.2.12 Unit PIE with DEISA+ Training
- II.A.2.13 Title V Data Presentations
- II.A.2.14 PLO Liaisons Description
- I.A.1.3 PAC Approval of Mission, Vision, Values
- II.A.2.15 Turning Over a New Leaf – Sustainability Training
- I.B.4.2 Process Map of Integrated Planning
- II.A.2.16 Psych Tech Outcomes Assessment
- I.B.4.6 PIE Data Dashboard
- II.A.2.17 Mental Health PIE Summary with PLOs and Student Data
- II.A.2.18 PIE Narrative Summary Paralegal Prior Years
- II.A.2.19 PIE Three Column Earth Sciences and Astronomy Prior Years
- II.A.2.20 Closing the Loop PIE Training 2023
- II.A.2.21 Screenshot of Nuventive Outcomes
- II.A.2.22 VPI PIE Summary 2020-21

II.A.3

- II.A.3.1 OC Minutes 3-15-22
- II.A.3.2 Outcomes SLO Webpage
- I.B.2.9 Outcomes Coordinator Duties p. 16
- II.A.3.3 POD Training for SLOs
- II.A.3.4 SLO Student Survey BUSM 51
- I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22
- II.A.3.5 Nuventive Outcomes RAD 61B and S1206
- II.A.3.6 SLO Division Reminder
- I.B.2.3 Sample Division SLO Summaries)
- II.A.3.7 AmLa MOs to SLOs
- II.A.3.8 Sample COR With MOs Hist 10H
- II.A.3.2 Outcomes SLO Webpage
- II.A.3.9 Arts Division Sample Syllabi and SLOs
- II.A.3.10 Business Division Sample Syllabi and SLOs
- II.A.3.11 Humanities and Social Sciences Division Sample Syllabi and SLOs
- II.A.3.12 Kinesiology and Athletics Division Sample Syllabi and SLOs
- II.A.3.13 Library and Learning Center Division Sample Syllabi and SLOs
- II.A.3.14 Natural Sciences Division Sample Syllabi and SLOs
- II.A.3.15 Technology and Health Division Sample Syllabi and SLOs
- I.B.2.5 SLO Link in WebCMS
- I.B.2.6 Master List of SLOs
- II.A.3.16 College Syllabus Guidelines
- II.A.3.17 Smartsheet Syllabi Submission
- II.A.3.18 Distance Learning Amendment Form
- II.A.3.19 PLOs 2022-23 Catalog pp. 22-23
- I.B.2.7 Mt. SAC Catalog
- II.A.3.20 Histotechnology Application p. 10

II.A.4

- I.B.4.15 BP 4020 Program, Curriculum, and Course Development
- I.B.2.8 AP 4020 Program and Curriculum Development
- I.B.2.7 Mt. SAC Catalog: AmLa 80 p. 281, Short-term vocational p. 429, Continuing Ed p. 417
- II.A.2.1 Curriculum Stages
- II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval
- II.A.3.18 Distance Learning Amendment Form
- II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval
- II.A.4.1 BOT Curriculum Approval
- II.A.4.2 AmLa Class Chart
- I.B.2.7 Mt. SAC Catalog pp. 132-133
- II.A.4.3 AmLa Degree Non-Degree Applicable
- II.A.4.4 AQ Placement Distribution
- II.A.4.5 Math Department Flowcharts
- II.A.4.6 ESL – AMLA Flowchart
- II.A.4.7 AP 4222 Remedial Coursework
- II.A.4.8 ASAC Tutoring
- II.A.4.9 MARCS Tutoring
- II.A.4.10 Writing Center Tutor Services
- II.A.4.11 ABE Info Flyer
- I.B.1.26 AIME Website

II.A.5

- II.A.5.1 PCAH 8th Edition pp. 78-102
- II.A.5.2 BP/AP 4020, BP/AP 4025, BP/AP 4260
- II.A.5.3 UC A to G Course List
- II.A.5.4 EDC Content Experts
- II.A.5.5 Course Sequence Program Narrative
- II.A.5.6 Guided Pathways pp. 22-23 Catalog
- II.A.5.7 ADTs Units Requirement
- II.A.5.8 Baccalaureate Rigor

II.A.6

- II.A.6.1 List of Fully Online Programs
- II.A.6.2 Soc AAT Two-year Path
- II.A.6.3 Transfer Completion Data 2016-21
- II.A.6.4 Cert Decline ACCJC Rprt 2022

- II.A.6.5 SCE Locations
- II.A.6.6 Enrollment Data Sum 22 vs Sum 21
- II.A.6.7 Near Completer Report Fall 21
- II.A.6.8 Audio Arts Student Degree Process Survey
- II.A.6.9 AMC Minutes 10-26-22 p. 3
- II.A.6.10 Comm Studies ASAP Degree
- II.A.6.11 Weekend College Pilot Program Draft

II.A.7

- I.A.1.3 PAC Approval of Mission, Vision, Values
- II.A.7.1 Success Retention Rates
- II.A.7.2 Fall 21 SS Summit Agenda
- II.A.7.3 Faculty Flex Day Agenda
- II.A.7.4 DEI Prof Dev Title V Grant
- II.A.7.5 Tech Week Training
- II.A.7.6 Faculty Center for Learning Technology
- II.A.7.7 Resources Services
- II.A.7.8 Faculty Survey FCLT
- I.C.8.8 AP 4105 Distance Learning
- II.A.7.9 AABS1 DL Form
- II.A.7.10 DL SPOT and Equivalents
- II.A.7.11 CVC Peer Online Course Review
- II.A.7.12 DL Success Data Since 2017
- I.B.5.6 20-21 Rates by Modality
- II.A.7.13 Modality Success Rates Disaggregated by Ethnicity
- II.A.7.14 DL Ed Course Success Rates
- II.A.7.15 On Campus Success Rates
- II.A.7.16 DL BOT Report 11-4-20
- II.A.7.17 DL BOT Report 8-12-22
- II.A.7.18 Mountie Student Hub

II.A.8

- II.A.8.1 BP/AP 4235 Credit by Exam and AP 4285 Credit for Prior Learning or Extra-Institutional Learning
- II.A.8.2 Credit Exam List Catalog
- II.A.8.3 Petition Credit Exam
- II.A.8.4 Credit Exam List Catalog ABE
- I.A.2.1 BOT Report – Key Performance Metrics
- II.A.8.5 AB 705 Five Year Trend Access Fall Cohorts 2015-19
- II.A.8.6 Survey of Faculty and Students on AB 705
- II.A.8.7 SPEAC Reviewing Recommendations from Asses/Mat Committee 5-16-22
- II.A.8.8 ESL Branching Model
- II.A.8.9 ESL Branching Rules
- II.A.8.10 ESL Survey Results Winter 2023
- II.A.8.11 ARRT Exam Results Report

II.A.9

- II.A.9.1 COR Canvas Rubric Example
- II.A.9.2 Courses Mapped to ILOs
- II.A.9.3 Degrees & Certs Map to ILOs
- II.A.9.4 Degrees & Certs Map to PLOs
- II.A.9.5 SLOs COR from WebCMS
- II.A.9.6 Program PLOs Listed Catalog
- II.A.9.7 AP 4024 Units-to-Contact-Hour Relationship
- II.A.9.8 AP 4103 Work Experience
- II.A.3.20 Histotechnology Application p. 10

II.A.10

- II.A.10.1 Transfer Policies
- II.A.10.2 Transfer Policies Catalog pp. 241-261
- II.A.10.3 AP 4051 Course Equivalent Variance
- II.A.10.4 Variance Form for Equivalent Course
- II.A.10.5 Database Equivalent Courses
- II.A.10.6 C&I Minutes 2021 Revise AP 4051
- II.A.10.7 AP 4050 Articulation
- II.A.10.8 BP AP 4235 Credit Exam
- II.A.10.9 Transfer AP IB GE
- II.A.10.10 ASSIST
- II.A.10.11 USC Articulation Agreement
- II.A.10.12 ENGL 1A CID Descriptor
- II.A.3.20 Histotechnology Application

II.A.11

- II.A.11.1 ILOs in Catalog
- I.A.3.12 Outcomes Committee Minutes 4-18-23
- II.A.11.2 Min SLO 4yr Review Cycle
- II.A.9.2 Courses Mapped to ILOs
- II.A.9.3 Degrees & Certs Map to ILOs
- II.A.9.4 Degrees & Certs Map to PLOs
- I.B.4.13 Entering SLO and PLO Data into PIE
- I.B.4.12 Acct & Mgmt SLO Disc & Plan-Sept-22
- I.B.8.9 Title V Data Projects
- I.B.8.10 GPS Mini-grant Faculty PLO Liaisons
- I.B.8.11 PLO Liaison Workplan
- II.A.3.20 Histotechnology Application p. 10

II.A.12

- I.B.2.7 Mt. SAC Catalog pp. 56-63
- II.A.12.1 MAP AA GE Template
- II.A.1.6 BP 4025 AA GE Criteria
- II.A.12.2 Web CMS GE Supplemental Form
- II.A.12.3 English 1A COR
- II.A.12.4 Physics 4C COR
- II.A.12.5 Speech 2 COR
- II.A.12.6 AB 928 Workgroup Recommendations
- I.B.2.6 Master List of SLOs
- II.A.3.11 Humanities and Social Sciences Division Sample Syllabi and SLOs
- II.A.3.14 Natural Sciences Division Sample Syllabi and SLOs
- II.A.12.7 Mission President's Email
- II.A.12.8 ILO 4 Civic Responsibility
- II.A.5.8 Baccalaureate Rigor

II.A.13

- I.B.2.7 Mt. SAC Catalog pp. 64-239
- I.B.2.7 Mt. SAC Catalog pp. 52-63
- I.B.4.15 BP 4020 Program, Curriculum, and Course Development
- I.B.2.8 AP 4020 Program and Curriculum Development
- II.A.13.1 LARC Prog Recom Min 9-22
- II.A.13.2 C&I Minutes 11-22
- II.A.9.2 Courses Mapped to ILOs
- II.A.9.3 Degrees & Certs Map to ILOs
- II.A.9.4 Degrees & Certs Map to PLOs
- II.A.13.3 Animation Degree Catalog, Guided Pathway Track, Course SLOs
- II.A.5.8 Baccalaureate Rigor

II.A.14

- II.A.14.1 AP 4102 CTE
- II.A.14.2 Hub Career Options
- II.A.14.3 Mt. SAC Programmatic Accreditations
- II.A.14.4 Sample Syllabi with Professional Competency SLOs
- II.A.14.5 Real Estate Advisory Minutes
- II.A.14.2 Hub Career Options
- II.A.14.6 CA License Exam Pass Rates
- II.A.14.7 ASCP Pass Rate Histotech
- II.A.14.8 BS Histotech License Cert

II.A.15

- II.A.15.1 AP 4021 At Risk Programs
- II.A.15.2 AP 4027 Catalog Rights
- I.B.2.7 Mt. SAC Catalog p. 23
- II.A.15.1 AP 4021 At Risk Programs

II.A.16

- II.A.16.1 Memo 5-Year Review Cycle
- II.A.16.2 PIE Committee Minutes Sept 2022
- II.A.16.3 Instructional Unit PIE FCLT
- I.B.4.7 Sample PIE Report Mental Health
- II.A.16.4 ESL PIE DL Request
- I.B.6.10 Data Coaching
- I.B.6.11 Power of Our Data Conference 3-13-20
- I.B.5.7 Success and Retention Data
- II.A.16.5 Success and Retention Rates by Ethnicity
- II.A.16.6 Title V Five Year Goals

- II.A.16.7 Title V Goal 3 Data Coaching
- II.A.2.10 Data Coaching Title V Grant
- II.A.2.11 Data Coaching Program Overview
- II.A.16.8 Magic Mountie Podcast Data Coaching
- II.A.16.9 Sample Course Disaggregated Data Analysis
- I.B.5.14 Sample Faculty Self-Evaluation
- II.A.16.10 Email on Planned Data Coaching Programmatic Applications

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Library and Learning Resources Center provides support to all credit and noncredit students. Services are comprehensive, student-centered, and support face-to-face and online students, and the faculty and personnel responsible for their learning (II.B.1.1 BP 4040 Library Services; II.B.1.2 AP 4040 Library and Other Instructional Support Services). The Library supports students on campus and online through access to extensive and varied digital and print collections, study and learning spaces, academic reference services, credit courses, course-integrated information competency instruction, workshops, textbook reserves, technology lending, and outreach programming (II.B.1.3 Library Services). The Library's extensive collection includes 74,995 physical and 103,417 eBook titles and approximately 130 online databases (II.B.1.4 Collection Statistics; II.B.1.5 Library Databases; II.B.1.6 Circulation & Usage). Library electronic resources are accessible through multiple access points on the Library website and online guides are available twenty-four hours a day (II.B.1.7 Library Research Guides). The Library migrated to the Library Services Platform (LSP) used by the California State University (CSU) and University of California (UC) systems in 2020. As a result, students can use an innovative Library platform on par with top academic libraries while gaining transferable research skills (II.B.1.8 Screenshot of LSP).

The Library is a high-use welcoming space, open seven days a week in primary terms (II.B.1.9 Library Hours). Early morning, evening, and weekend hours are included for 80.5 open hours per week, with 158,221 visitors during the 2021-2022 academic year despite strict COVID check-in protocols (II.B.1.10 Gate Count Statistics). Extended hours are offered during finals; free snacks, study and exam supplies, and stress-reducing activities are provided with funding from Associated Students (II.B.1.11 Stress-reducing Activities; II.B.1.12 Extended Hours Feedback). The Library promotes student engagement through outreach activities such as Library Welcome Week, pre-semester events, “pop-up” Library services, and collaborative community Library exhibits (II.B.1.13 Outreach Activities; II.B.1.14 Library Exhibits). The Library regularly conducts on-the-spot student surveys (II.B.1.15 2019 Student Survey Notepads). Based on annual program review, the Library and Research and Institutional Effectiveness Office (RIE) developed a more comprehensive survey to assess student needs for Library materials and technology support to be piloted in 2022-23 and annually thereafter, which will support year to year data tracking (II.B.1.16 Annual Survey Results).

Library faculty provide reference services on campus during all hours of operation (II.B.1.17

Information Desk). Online, the Library provides 24/7 digital reference service through a consortium, chat, and one-on-one research appointments (II.B.1.18 Online Research Support). The Library Department offers LIBR 1 and 1A credit courses, which are University of California and California State University transferable, in all modalities (II.B.1.19 Library Credit Courses). Library faculty serve as Library liaisons to all credit and noncredit programs, campus centers, and equity programs (II.B.1.20 Liaisons & Guidelines). Liaisons provide course-integrated, tailored information competency instruction in their areas (II.B.1.21 Research Request Form). The Library also offers drop-in workshops on campus and online. Students are surveyed as part of the faculty evaluation process to gather their assessment of instruction and reference services (II.B.1.22 Library Workshops and Student Evaluation Forms). The Library proved essential in supporting students throughout the pandemic, providing an array of online services (II.B.1.18 Online Research Support; II.B.1.23 Online Services Introduction). In a cross-campus effort with Student Services and Information Technology (IT), the Technology Lending program managed 10,837 devices, catalogued, inventoried, and circulated by the Library, serving 11,589 students by 2021. During the height of the pandemic, Library and IT administrators and classified professionals provided curbside distributions to students. The Library also provided hours for students to have Zoom space, listen to music, and for questions or conversation (II.B.1.11 Stress-reducing Activities). Library and discipline faculty collaborated to identify online databases such as *Acland Anatomy* and *Visible Body* for the biological sciences, and *Swank* for the humanities and social sciences to support the pivot to online instruction (II.B.1.24 Library CARES Act). Since returning to campus, the Library serves as the main lending distribution point with the School of Continuing Education coordinating the loans for noncredit students (II.B.1.25 Tech Lending Program).

The Library supports programs and faculty. For example, librarians collaborated with the Associate Dean of Natural Sciences and Academic Senate President to provide data and guidance on the Library's collection to support the new baccalaureate degree in histotechnology. Librarians use book and journal reviews to assess the appropriate rigor, currency, and depth of the selection. Existing learning support services such as tutoring, proctoring, and computer labs, will be leveraged to support future upper division histotechnology students (II.B.1.26 Histotechnology Program). The Library also develops, delivers, and facilitates workshops for faculty Flex Day, Classified Professional Development Day, the New Faculty Seminar, new classified professional orientations, and participates in Teaching with Technology Fairs. During online instruction in 2020, Library faculty hosted office hours for faculty to receive one-on-one coaching on integrating Library resources and instruction into Canvas shells (II.B.1.27 Professional Development Instruction).

Annual evaluation of academic support centers revealed that 5,496 individual students were served in Fall 2021. The pandemic impacted these numbers, which previously stood at 11,436 students accessing tutoring services and representing 37.8 percent of the 30,235 head counted student population in Fall 2019 (II.B.1.28 Usage Data Report 2020). Outcome examples of this work include consolidation of all tutoring center information and schedules on a centralized academic support flyer and the development of a shared tutoring data dashboard which provides access to success and retention rates (II.B.1.29 Data Dashboard). Learning support

services are provided across 14 fully equipped and staffed centers for tutoring and assistance. Centers are housed within various divisions, which facilitate communication and collaboration with faculty and meet the needs of their specific student populations (II.B.1.30 Tutoring Spring 2021-22; II.B.1.31 Mt. SAC Computer Labs). Tutors are trained to implement best practices following College Reading Learning Association (CRLA) standards, with Tutor Training Certificate courses taught by faculty, virtual tutor training modules, and individual coaching/mentoring (II.B.1.32 Training Spring 2021).

Faculty Center for Learning Technology Staff Presenting at the New Faculty Seminar

Image Credit: Jeffrey George

In Spring 2020, centers expanded online tutoring using Zoom conferencing, WCOnline, Discord, and Microsoft Teams. Other support services successfully transitioned online including supplemental instruction, academic achievement workshops, and the new Canvassador program with student peer support in Canvas (II.B.1.33 Canvassadors). Through the Library website, students can view a variety of tutorials and guides specifically created for use by students (II.B.1.34 Canvas Tutorials). Since Fall 2021, tutoring services are offered in both face-to-face and online modalities to mirror instructional offerings (II.B.1.35 Tutoring Academic Support Flier Spring 2022). Across the 14 tutoring centers, 613 face-to-face and 349 virtual tutoring assistance hours are dedicated weekly for drop-in or appointments, after hours, and weekend appointments (II.B.1.36 Tutoring Center Website List; II.B.1.37 Tutoring Centers Hours). Demand for Supplemental Instruction (SI) tutors through the Academic Support and Achievement Center (ASAC) grew during the pandemic. In 2018-2019, 108 sections of Science Technology Engineering and Mathematics (STEM) courses had SIs compared to 140 STEM sections in 2021-2022. Similarly, courses in the Humanities and Social Sciences Division increased their use of SI tutors from 95 in 2018-2019 to 137 in 2021-2022 (II.B.1.38 Instruction Sections). Additionally, faculty, students, classified professionals, and administrators leverage an online tutoring platform, NetTutor, to provide students on-demand 24 hours a day, 7 days, a week tutorial assistance (II.B.1.39 NetTutor Spring 2022). Academic support workshops related to composition, grammar, and documentation for students are provided by the Writing Center, and the ASAC provides

Student Achievement Workshops. In spring 2022, Writing Center faculty led 32 unique workshops which were attended by 426 students (II.B.1.40 Writing Center Calendar; II.B.1.41 Writing Center Data).

Analysis and Evaluation

Mt. SAC supports student learning and achievement by providing students and employees with a rich array of Library and other learning support services which include an innovative Library Services Platform, expansive Library hours, 24/7 reference support, and 14 tutoring and assistance centers providing support for specialized populations. Faculty, classified professionals, students, and administrators are committed to providing equitable access to Library and learning support services on-campus and online and annually evaluate the quantity and quality of those services to ensure they are sufficient for the needs of its students.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Library and learning support centers rely on the expertise of faculty and other learning support service professionals to select and maintain educational equipment and materials to support student success through their program review process. The Librarian Liaisons Program collaborates with faculty in assigned discipline areas to develop the collection using Course Outlines of Record, collection development tools, and the Library's Collection Development Policy and Guidelines (II.B.2.1 Library Collection Development Policy and Guidelines; II.B.2.2 Librarian Liaisons). In addition, the Library Advisory Group ranks and recommends selections specific to Career Education (CE) needs associated with Perkins funding (II.B.2.3 Advisory Group). Librarians regularly evaluate and discuss database and other resource selection and deselection (II.B.2.4 Database Selection). Librarians are active on campus and serve on the Educational Design Committee, Curriculum and Instruction Council, the Mapping and Cataloging Committee, and the Textbook and Instructional Materials Committee, which cumulatively inform the Library Department's curriculum and resource decision-making processes (II.B.2.5 Campus Committees; II.B.2.6 TIMC). Additionally, the Library established the Library Initiative for Equitable and Affordable Learning (LIEAL) to increase faculty adoption of and transition to zero and low-cost instructional materials (II.B.2.7 LIEAL).

Students are provided ample learning and study spaces that include 14 dedicated computer labs offering students over 498 computer workstations (II.B.1.31 Mt. SAC Computer Labs). Faculty are integral in providing specific software recommendations based on the needs of the curriculum in their courses. All labs ensure software acquired has accessibility features, enabling all students equitable use of the tools and materials (II.B.2.8 Tutoring Software). Tutorial services require extensive coordination work that relies on faculty expertise. Faculty offer recommendations for hiring tutors, participate in their training, provide line of sight supervision for both online and in-person services offered, teach student workshops, and offer insights and recommendations as part of the Faculty Advisory Board for Academic Support (FABAS) established in Spring 2021.

FABAS members include faculty representing a variety of academic disciplines and divisions appointed by the Academic Senate (II.B.2.9 FABAS Membership- BOT report p. 14). The faculty also serve as instructors of record within tutoring centers where apportionment is collected (II.B.2.10 LALI Faculty; II.B.2.11 Tutor Canvas Course).

Analysis and Evaluation

Relying on the expertise of faculty, the mission and goals of the institution and the program are considered when presenting and selecting resource requests for materials, information resources, computer software and equipment.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and all learning support centers complete an annual program review process, Planning for Institutional Effectiveness (PIE), to evaluate effectiveness in meeting student needs (II.B.3.1 Library PIE; II.B.3.2 ASAC PIE). According to the five-year review cycle for all credit courses, Library faculty assess outcomes for the library credit courses (II.B.3.3 Student Learning Outcomes). Student learning in the drop-in workshop program is assessed through shared assessment instruments and scoring random samples (II.B.3.4 Student Workshop Survey; II.B.3.5 Student Feedback Survey; II.B.3.6 Assessment Process). Library faculty use the results to continuously improve the curriculum, instructional materials, and student learning experience (II.B.3.7 Impact Assessment). Library representatives participate in bi-annual Instruction and Student Services Planning Summits where equity gap data are reviewed, analyzed, and recommendations for improvement are discussed and documented (I.B.1.17 F21 and Spr22 Plan Summits; I.B.1.28 SS & Library Padlet Responses).

Research and Institutional Effectiveness (RIE) found that in all demographic groups, students who complete Library workshops have a 20 percent higher course success rate (II.B.3.8 Library Workshops Impact). In response to this data, Library faculty expanded the Librarian Liaison Program to include information competency instruction, developed contextualized and scaffolded competency curriculum as part of a grant-funded pilot, and created new drop-in workshops based on discipline faculty input (II.B.1.22 Library Workshops and Student Evaluation Forms). Librarians regularly evaluate the collection and solicit input from discipline faculty (II.B.3.9 Library Collection Analysis; II.B.3.10 Library Collection Addition Request). New database subscriptions are explored through trials in which faculty and students are invited to test potential new databases and provide feedback (II.B.3.11 Database Feedback).

All learning support services carry out regular evaluations. For example, the Speech and Sign Success Center evaluates tutor instruction and feedback to determine student satisfaction with services provided (I.B.7.14 Speech and Sign Tutoring Evaluation). Several learning support centers receive Student Equity and Achievement Program (SEAP) funding and have completed

work plans outlining how they intend to serve disproportionately impacted students. RIE created a SEAP dashboard to assist centers in evaluating their expected outcomes. Tutoring centers have utilized this data to influence marketing efforts and strategies for reaching specific student populations (I.B.4.18 Tutoring for ASAC Fall 2021).

Analysis and Evaluation

The Library and other learning support services systematically evaluate students' needs for their programs and services, offering services accordingly. Satisfaction and student learning outcomes data from services, workshops and courses are used to assess both their benefit to students and continued programmatic improvement.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

The Library and learning support centers contract with multiple vendors and outside agencies to provide value-added services to students. Mt. SAC is a member of the Council of Chief Librarians for California Community Colleges and subscribes to online Library resources at discounted rates through the Community College League of California Consortia (II.B.4.1 Consortia Purchasing). All databases purchased through the consortia are reviewed and vetted by a systemwide committee (II.B.4.2 Consortia Data Reviews). The Library is a member of the Inland Empire Academic Libraries Cooperative and holds a mutual lending agreement with Cal Poly Pomona, allowing students borrowing privileges at member libraries. Both agreements are regularly evaluated by participating institutions before renewal (II.B.4.3 Mutual Agreements). Librarians use a liaison model, analytics, and student and faculty feedback to assess the collection (II.B.2.2 Librarian Liaisons; II.B.1.4 Collection Statistics; II.B.3.9 Library Collection Analysis; II.B.3.11 Database Feedback). The Library takes measures to secure its assets such as the continual inventory of physical materials to ensure findability in OneSearch and on the shelf (II.B.4.4 Library Inventory). Security gates at the Library entrance/exit also help secure physical assets (II.B.4.5 Library Security). Remote access to electronic resources requires user authentication through the secure single sign-on process.

The Faculty Center for Learning Technology, a unit of the Library & Learning Resources Division, regularly coordinates with the Information Technology Department and the Distance Learning Committee to vet and assess instructional technology for all modes of instruction (II.B.4.6 CATT Agenda & Notes; II.B.4.7 DLC Purpose and Function; II.B.4.8 DLC Minutes 9-13-22). The Tutor Training Program Certification is housed in the College of Reading and Learning Association (CRLA). Currently, 159 tutors have met the eligibility criteria for CRLA certification. Resources and services are evaluated regularly to ensure they meet student needs and College priorities. New agreements or changes to existing vendor relationships are included as part of the planning

process of each unit and are reflected in Planning for Institutional Effectiveness (PIE) documents (II.B.4.9 NetTutor Tutoring Data; II.B.4.10 Tutoring Certificates).

A Student Peruses the Shelves of the Library

Image Credit: Mt. SAC Marketing

Analysis and Evaluation

Mt. SAC evaluates students' needs for services and contracts with vendors appropriately. Formal agreements are in place for services such as the Library management system and online tutoring support. Faculty, classified professionals, and administrators assess the effectiveness and accessibility of these services to determine whether to continue, change, or discontinue the agreements. The security of the systems is reviewed, and the systems maintained.

Conclusions on Standard II.B: Library and Learning Support Services

The Library and Academic Support Centers provide services sufficient in quantity, currency, depth, and variety to support students' success in completing distance learning and on-campus programs. The Library collections and resources are developed collaboratively by faculty across the campus to ensure that educational materials and student support services meet students' needs. Evaluation of learning outcomes and services leads to continual improvement. Finally, faculty, classified professionals, and administrators collaborate with external organizations and maintain current, secure agreements with vendors to provide students with robust Library and learning support services.

Improvement Plan(s)

None

Evidence List

II.B.1

- II.B.1.1 BP 4040 Library Services
- II.B.1.2 AP 4040 Library and Other Instructional Support Services)
- II.B.1.3 Library Services
- II.B.1.4 Collection Statistics
- II.B.1.5 Library Databases
- II.B.1.6 Circulation & Usage
- II.B.1.7 Library Research Guides
- II.B.1.8 Screenshot of LSP
- II.B.1.9 Library Hours
- II.B.1.10 Gate Count Statistics
- II.B.1.11 Stress-reducing Activities
- II.B.1.12 Extended Hours Feedback
- II.B.1.13 Outreach Activities
- II.B.1.14 Library Exhibits
- II.B.1.15 2019 Student Survey Notepads
- II.B.1.16 Annual Survey Results
- II.B.1.17 Information Desk
- II.B.1.18 Online Research Support
- II.B.1.19 Library Credit Courses
- II.B.1.20 Liaisons & Guidelines
- II.B.1.21 Research Request Form
- II.B.1.22 Library Workshops and Student Evaluation Forms
- II.B.1.23 Online Services Introduction
- I.B.1.24 Library CARES Act
- II.B.1.25 Tech Lending Program
- II.B.1.26 Histotechnology Program
- II.B.1.27 Professional Development Instruction
- II.B.1.28 Usage Data Report 2020
- II.B.1.29 Data Dashboard
- II.B.1.30 Tutoring Spring 2021-22
- II.B.1.31 Mt. SAC Computer Labs
- II.B.1.32 Training Spring 2021
- II.B.1.33 Canvassadors
- II.B.1.34 Canvas Tutorials
- II.B.1.35 Tutoring Academic Support Flier Spring 2022
- II.B.1.36 Tutoring Center Website List
- II.B.1.37 Tutoring Centers Hours
- II.B.1.38 Instruction Sections
- II.B.1.39 NetTutor Spring 2022
- II.B.1.40 Writing Center Calendar
- II.B.1.41 Writing Center Data

II.B.2

- II.B.2.1 Library Collection Development Policy and Guidelines
- II.B.2.2 Librarian Liaisons
- II.B.2.3 Advisory Group
- II.B.2.4 Database Selection
- II.B.2.5 Campus Committees
- II.B.2.6 TIMC
- II.B.2.7 LIEAL
- II.B.1.31 Mt. SAC Computer Labs
- II.B.2.8 Tutoring Software
- II.B.2.9 FABAS Membership- BOT report p. 14
- II.B.2.10 LALI Faculty
- II.B.2.11 Tutor Canvas Course

II.B.3

- II.B.3.1 Library PIE
- II.B.3.2 ASAC PIE
- II.B.3.3 Student Learning Outcomes
- II.B.3.4 Student Workshop Survey
- II.B.3.5 Student Feedback Survey
- II.B.3.6 Assessment Process
- II.B.3.7 Impact Assessment
- I.B.1.17 F21 and Spr22 Plan Summits
- I.B.1.28 SS & Library Padlet Responses
- II.B.3.8 Library Workshops Impact
- II.B.1.22 Library Workshops and Student Evaluation Forms
- II.B.3.9 Library Collection Analysis
- II.B.3.10 Library Collection Addition Request
- II.B.3.11 Database Feedback
- I.B.7.14 Speech and Sign Tutoring Evaluation
- I.B.4.18 Tutoring for ASAC Fall 2021

II.B.4

- II.B.4.1 Consortia Purchasing
- II.B.4.2 Consortia Data Reviews
- II.B.4.3 Mutual Agreements
- II.B.2.2 Librarian Liaisons
- II.B.1.4 Collection Statistics
- II.B.3.9 Library Collection Analysis
- II.B.3.11 Database Feedback
- II.B.4.4 Library Inventory
- II.B.4.5 Library Security
- II.B.4.6 CATT Agenda & Notes
- II.B.4.7 DLC Purpose and Function
- II.B.4.8 DLC Minutes 9-13-22
- II.B.4.9 NetTutor Tutoring Data
- II.B.4.10 Tutoring Certificates

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) offers a variety of quality support services aligned with the College's mission to support and empower all students (see demographic data in Introduction section A), in achieving their educational goals. Programs regularly evaluate the quality, effectiveness, and outcomes of support services through the annual Planning for Institutional Effectiveness (PIE) process (I.A.1.2 BOT Approval of Mission, Vision, Values; I.A.2.10 Diagram Overview of PIE Process). The Vice President of Student Services PIE Summary details the findings of the annual program reviews for every program and department within Student Services (II.C.1.1 VPSS PIE Summary). The School of Continuing Education (SCE) PIE documents a wide range of noncredit instructional and support programs implemented to meet the diverse needs of its students (II.C.1.2 SCE PIE). Individual Student Services department PIE reports document the relationship between the program/department goals and the College Priorities, which align with and meet the mission of the College (II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report).

From 2020-22, the pandemic necessitated an extensive increase in online services formerly offered only in-person. Student Services faculty, classified professionals, and administrators use data assessment to verify that both in-person and online services are of comparable quality and support student learning regardless of location or means of delivery. For example, student success data for modes of delivery are disaggregated by modes of delivery to assess outcomes comparatively with each department and program documenting their efforts to enhance virtual student engagement (I.B.5.6 20-21 Rates by Modality; I.B.5.7 Success and Retention Data; II.C.1.4 Student Services Report of Equity in Action; II.C.1.5 Online and In-Person Services: Admissions, Financial Aid, Counseling, Orientation). Faculty, classified professionals, and administrators of SCE developed Student Online Support to assist noncredit students who need help with accessing the Mt. SAC portal, Canvas Learning Management System, Zoom, and more (II.C.1.6 SCE Student Online Support; II.C.1.7 SCE Programs and Services Overview). Student Services faculty, classified professionals, administrators, and students contributed and collected survey information to document efforts to reach and retain students during the pandemic shutdown, with programs and departments analyzing disaggregated student equity data to determine gaps and identify areas of needed improvement. These efforts are documented in a plan of action to make critical changes and implement additional support services to meet the needs of students, especially post-pandemic (II.C.1.8 Student Services Plan to Return to Campus; I.B.7.13 Student Services Who We Lost Data Analysis).

Students face a wide range of socio-economic challenges, including basic needs insecurities, which were exacerbated during the COVID-19 pandemic. According to responses by Mt. SAC students who participated in a national basic needs survey in the fall of 2020, 35% reported

being food insecure, 46% reported being housing insecure, and 13% reported experiencing homelessness. These struggles led to 69% of survey respondents reporting that they had difficulty concentrating in classes, 37% reporting that they attended classes less often, and 21% reporting that they stopped attending school for at least one month, factors which impacted students' academic progress and success (II.C.1.9 Basic Needs Survey Hope Center). Since 2018, Mt. SAC's Basic Needs Resources has provided support for students experiencing food insecurity and began to expand resources in 2020 (II.C.1.10 Basic Needs Report to BOT 2020). With the allocation of ongoing funding from the Chancellor's Office in spring 2022, Mt. SAC has expanded its basic needs services to provide housing support, travel assistance, and case management services in addition to its expanded and redesigned food pantry (II.C.1.11 Chancellor's Office Memo; II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News).

Students Studying in the STEM Center

Image Credit: Robert Bledsoe

Efforts to combine resources and adopt additional strategies to improve successful Student Equity outcomes are reviewed and developed for implementation. Constituent groups that include administrators, faculty, classified professionals, and students complete this implementation process. For instance, workgroups from the Student Preparation, Equity, and Achievement Council (SPEAC) bring constituent groups together to create and enact the Student Equity Plan (I.A.3.6 SPEAC Purpose and Function; I.A.3.7 Student Equity Plan 2019-22; I.A.3.8 Student Equity Plan 2022-25). The College submits the revised Student Equity Plan to the state Chancellor's Office which guides the funding of the Student Equity and Achievement Program (SEAP) (II.C.1.13 SEAP Budget Memo 2020). SEAP Work Plans for each funded program provide accountability for SEAP funds and outcomes measurement. SEAP Work Plans are based on compliance with state regulations regarding Student Equity and SEAP funding and in compliance with the metrics and activities in the Student Equity Plan (II.C.1.14 Sample SEAP Workplan-Equity Center). All programs/departments seeking resources work with Research and Institutional Effectiveness (RIE) to complete a work plan identifying a target metric and a disproportionately impacted group (I.B.6.6 SEAP Project Metrics). RIE has created a series of

SEAP dashboards where programs/departments can access data for their target metric to evaluate the efficacy of their strategies. RIE provides an annual comprehensive report of all SEAP activities and outcomes where possible (I.B.5.11 SEAP Data Metrics).

Other factors also lead to improvements in equitable access and student support in alignment with the College mission. For example, the senseless killing of George Floyd in 2020 generated a wave of action from the Mt. SAC campus community. In September 2020, the College President issued a call to action and an invitation to participate in the Societal Education for Equity Challenge (SEEC) which asked the campus community to reflect on the four challenges of SEEC: Advocacy, Recognition, Unity of Purpose, and Transformation (I.B.5.10 SEEC Presidential Initiative). One tangible outcome of SEEC in Student Services included the initiation of Mt. SAC's Center for Black Culture and Student Success (CBCSS) designed to provide strategic programming to strengthen the cultural, educational, and professional experiences of Black/African American faculty, students and staff and create a new home for the Umoja Aspire Program (II.C.1.15 CBCSS Proposal). Since opening in 2021, CBCSS aims to provide cultural enrichment, improve retention, and transfer rates though a rich series of both academic and personal support programs (II.C.1.16 CBCSS BOT presentation). Similarly, the El Centro program, established in 2019 as part of the Bridge Program, with a mission to "unite all cultural backgrounds, Latinx and Chicanx; to support, educate, and assist students in completing their educational goals while providing cultural enrichment, and solidarity," expanded into a new center in 2021. El Centro focuses on community engagements, hosting campus events, participating in conferences, and supporting learning communities (II.C.1.17 El Centro Update to Cabinet). Regular reports track the growth of equity programs and centers. 258 Umoja Aspire students enrolled for classes in Fall 2021 and El Centro reported 641 students, an increase of more than a hundred students from the previous year (II.C.1.18 Report on Diversity and Equity Programs to Cabinet).

Analysis and Evaluation

An extensive offering of support services, including in SCE, is evaluated annually through the PIE process to assure that the programs and services are aligned with the College mission and are meeting students' needs. Student Services expanded and refined online and distance learning services (the College does not offer correspondence courses) to more fully meet the needs of students who attend classes both in-person and virtually.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Student Services faculty, classified professionals, and administrators identify and assess learning support outcomes through the completion of annual program reviews, specific program outcomes measurements, student surveys, and required state and federal reports, and provide appropriate student support programs to achieve those outcomes. Annual Planning for

Institutional Effectiveness (PIE) and Annual Program Review (APR) reports for federal grant programs document outcome measures such as the number of students served, rates of goal attainment, and student success milestones (II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report; II.C.2.1 APR AANAPISI Grant 2021; II.C.2.2 APR for TRiO programs 2022). Student surveys, and tracking of services provided and utilized, enable support program personnel to measure the effectiveness of services and business processes. For example, Student Services expanded hours and offered more online counseling services based on student demand indicated in surveys (II.C.2.3 SCE Student Surveys; II.C.2.4 Counselor Pilot Survey of Students' Preference for Counseling Services). Data dashboards also document students' rates of progress in reaching outcome measures by specific criteria, special populations, and special program enrollment and participation. These data dashboards, along with program-specific measurements are used by faculty, classified professionals, and administrators to document compliance with student equity goals and metrics (I.B.5.7 Success and Retention Data).

The Vice President of Student Services leads the completion of the state's Student Equity Plan and in submitting annual Student Equity and Achievement Program (SEAP) reports. These enable faculty, classified professionals, administrators, and students to continuously monitor disproportionality and gaps in student success for specific subgroups of students. The Student Equity Plan is regularly monitored by the members of the Student Preparation, Equity, and Achievement Council (SPEAC) (I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC). SPEAC Members review and implement specific interventions and strategies developed in response to closing equity gaps (I.A.3.6 SPEAC Purpose and Function; I.A.3.7 Student Equity Plan 2019-22; I.A.3.8 Student Equity Plan 2022-25). A recent example includes the examination of ethnic data and the disaggregation of Native American data. Surveys of indigenous students as reported by the Student Equity Committee showed that the students felt "invisible and unimportant" and factored in plummeting enrollments (down 60% over the past 20 years). After three years of discussion with Native American campus leaders, students, alumni, faculty, allies, and community members, and the close examination of data, Committee recommendations led to the development of the First Peoples Native Center on campus (I.B.4.4 RIE Report on Native American Students; I.B.4.5 SPEAC Minutes Data Discussion 4-18-22 p. 7; I.B.6.2 Native American Initiatives Report- Student Equity Committee 2022).

Students regularly participate in the Cooperative Institutional Research Project (CIRP) survey (known as "The Freshman Survey") which measures incoming first-year students' profiles and opinions of matriculating students. Student Services added 15 institutional questions to the pre-established survey items. Analysis of the results enables the faculty, classified professionals, administrators, and students to better understand the educational and support needs of incoming students, ensure that appropriate support services and programs are in place, and affirm current best practices (II.C.2.5 CIRP Freshman Survey 2021).

Analysis and Evaluation

The College regularly assesses, evaluates, and reviews information and research data related to students' support needs and programmatic outcome measures to implement a model of continuous improvement in the provision of student support services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Equitable access to student support services is assured regardless of student location or mode of delivery. Resources are allocated to provide reliable services in a manner that is equitable and comprehensive (II.C.3.1 Catalog Overview of Student Services and SCE Divisions; II.C.3.2 Catalog-Student Services Programs). For example, Student Services and the School of Continuing Education (SCE) personnel adapted counseling and submission of forms to an online format to meet student needs (II.C.3.3 A&R website online forms; II.C.3.4 Financial Aid website online forms; II.C.3.5 Counseling website online forms). Student Services personnel improve web pages through continual updates to ensure information is current and correct. Counseling established a "virtual quick questions" process for students. Late evening and weekend appointments are available for students who cannot connect during the regular staffing hours of 8 a.m. to 7 p.m. Student Services personnel offer special Zoom sessions to help students understand enrollment procedures and access comprehensive services (II.C.1.4 Student Services Report of Equity in Action). New students are contacted by Inreach Services to enroll in Mountie Fast Track sessions, which provide clear instructions on matriculation (II.C.3.6 Mountie Fast Track Appointment Page).

A Student Participating in the Laptop Loaner Program

Image Credit: Mike Taylor

Student Services faculty, classified professionals, and administrators verify that services are of comparable quality and support student learning regardless of location or means of delivery through the annual Planning for Institutional Effectiveness (PIE) reports. For example, Arise, which serves Asian-American and Pacific Islander students, assessed their successful use of a Virtual Front Desk to aid in helping students submit a student educational plan (II.C.3.7 Arise Unit PIE; II.C.1.1 VPSS PIE Summary). Beginning in March 2020, Student Services participated in

an ongoing collaboratively organized program for disseminating no-cost laptops, iPads, Wi-Fi hotspots, and software to students most in need. Specialized programs, including Financial Aid and ACCESS (formerly Disabled Student Program Services), assist students in accessing this Laptop Loaner program, which gives students access to reliable technology and technical support at no cost (II.C.3.8 Loaner Laptop Outcomes Data; II.C.3.9 Laptop Loans Report).

Analysis and Evaluation

Equitable access to comprehensive services is provided to students in multiple formats including in-person, virtually, email, phone, and text. Services are made available to students during the day and evening hours and on some weekends.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College ensures that co-curricular and athletics programs align with the College's mission and contribute to the educational experience of its students. To evaluate the quality and effectiveness of co-curricular programs, the annual program review Planning for Institutional Effectiveness (PIE) documents students served, rates of goal attainment, and student success milestones (II.C.4.1 Student Life PIE 2020-21). Co-curricular programs, including approximately 40 active student clubs and organizations, are organized and offered through the Office of Student Life as well as through various student support programs and Athletics (II.C.4.2 Recognized Student Clubs & Organizations 2021-22). College clubs are governed by an interclub council that sets clear policies and procedures (II.C.4.3 ICC Constitution 2022). Co-curricular activities offered by support programs provide enhanced opportunities to participate in college life and develop leadership skills. For example, the Gray/Red Shirt Academic Support Program (GRASP) aims to keep student athletes engaged in academics while not officially on the team, including weekly academic workshops, team bonding activities, support services, counseling, retention strategies, and reinforcements. This is a collaboration between Kinesiology, the School of Continuing Education, the Counseling department, and other support services such as Admissions and Records, Financial Aid, Arise, Aspire, Achieving in College Ensuring Success, and the Bridge Program (II.C.4.4 GRASP SEAP Work Plan).

The Extended Opportunity Programs and Services (EOPS) and CalWORKs team hosted a college-wide Parent Institute for student parents in spring 2022 to support and retain students who juggle the demands of families (II.C.4.5 Parent Institute Program Booklet; II.C.4.6 Parent Institute Evaluation Report). Through the federal Title V Grant, students developed and conducted a student conference for Latinx students in the Spring of 2022 (II.C.4.7 Title V Grant Website). Surveys collected student feedback about the content and delivery of the conference (II.C.4.8 Latinx Student Conference Flyer and Survey Samples). Members of the Mountie Mentor program met monthly in a virtual format throughout 2021-22 and hosted an in-person college-

wide student conference, enabling students to participate in informative workshops and receive mentoring from college classified professionals, faculty, and administrators (II.C.4.9 Mountie Mentor Conference Booklet). Students are encouraged to work with the Associated Students government and the Office of Student Life to develop new organizations, activities, or special programs and events. The Leadership Education and Development (LEAD) program provides training and certificates for students completing training in Personal Leadership and/or Organizational Leadership (II.C.4.10 LEAD Program Statistics). The Associated Students sponsors the annual Students and Educators of Distinction awards and ceremony. Students may qualify under four distinct categories: Academic Achievement, Service Achievement, Competitive Achievement, and Personal Achievement. All students receiving this recognition are also awarded monetary scholarships (II.C.4.11 Students and Educators of Distinction Awards Ceremony Booklet).

Policies and procedures are in place to oversee the effective operation of athletic and co-curricular programs. The Associated Students collects fees for student activities and student representation as outlined in the policies. Board Policy (BP) and Administrative Procedure (AP) 5030 outline fees pursuant to education code (II.C.4.12 BP 5030 Fees; II.C.4.13 AP 5030 Fees). BP and AP 5420 specify processes related to fund management, deposits and withdrawals, and budgetary control, and the budget allocation process is governed by regulations in Associated Students Financial Directive (II.C.4.14 BP 5420 Associated Students Finance; II.C.4.15 AP 5420 Associated Students Finance). Proposal requests for funding are reviewed and approved through this process. Oversight of expenditures of funds is conducted by Fiscal Services to ensure that funds are appropriated and expended acceptably, following standard business practices. As such, oversight is also subject to regular fiscal audits by independent auditors annually (II.C.4.16 Mt. SAC District Audit 2021-22 pp. 88-91).

Athletics strictly adheres to college and external guidelines established through BPs and APs, the California Community Colleges Athletic Association, and the National Collegiate Athletic Association (II.C.4.17 BP 4500 Athletics; II.C.4.18 AP 4500 Athletics). The Mt. SAC Athletic Handbook for coaches comprehensively covers a range of topics from expectations of behaviors for student athletes, concussions, Methicillin-Resistant Staphylococcus Aureus, convictions declaration, Violence Against Women Act, harassment and discrimination, important dates, how to register, WIN Center (tutoring and support for student athletes), Mountie Academic Plan, Student Athlete Advisory Council, transfer policies, College policies, academic eligibility, mandatory training and orientations, and the process to receive financial aid. These guidelines facilitate the appropriate support and guidance for student athletes from their coaches (II.C.4.19 Athletics Handbook). In addition to athletics, competitive teams include academic fields such as the Turf Team, Chamber Singers, and Forensics. The budgets for competitive teams and athletics are monitored using budget and accounting standards and are subject to Fiscal Services oversight (II.C.4.20 Example of Team Budget Summary).

Analysis and Evaluation

The College provides comprehensive co-curricular activities, competitive athletics, and leadership development opportunities for students that are aligned with the College mission and

closely monitored for compliance with fiscal standards and standards of other regulatory agencies.

Mt. SAC Athletes in a Huddle

Image Credit: Mt. SAC Marketing

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Student Services develops, implements, and evaluates counseling and academic advising programs to support student development and success (II.C.5.1 BP 5110 Counseling; II.C.5.2 AP 5110 Counseling). Services include assessment, orientation, counseling, advising, and other educational planning, follow up services, and referrals to support services and curricular offerings (II.C.5.3 BP 5050 Student Success and Support Program; II.C.5.4 AP 5050 Student Success and Support Program). The Counseling Department includes faculty counselors assigned to academic departments and special programs. Students taking noncredit courses are served by the School of Continuing Education (SCE) counselors. All provide career and personal counseling as well as educational planning and advising (II.C.5.5 Counseling Liaisons).

The Transfer Center supports students through workshops, activities, advising, and events (II.C.5.6 BP/AP 5120 Transfer Center). The Dean of Counseling, the Director of Transfer, and counselors regularly attend and participate in regional and statewide meetings to receive updates related to counseling and transfer requirements, policies, and procedures and these are communicated to the campus through specialized training such as a campus-wide Transfer Symposium led by transfer specialists and counselors "Championing Transfer Success for Mt. SAC Students" to increase the visibility, marketing, and support for transfer efforts (II.C.5.7

Transfer Symposium Training Agenda). The Dean of Counseling, Director of the Transfer Center, and counselors participate in Region 8 meetings and training that include extensive updates and emerging trends related to transfer efforts, activities, and events offered by system-wide leadership (II.C.5.8 Region 8 SEAP Meeting Minutes 9-30-22). In addition, counselors and transfer specialists participate in the annual California State University (CSU) and University of California (UC) Conferences to learn the latest admissions information. Counselors and classified professionals attend events highlighting admissions information such as conferences, open houses, and equity focused efforts (II.C.5.9 CSU Updates; II.C.5.10 UC Counselor Updates).

The Counseling Faculty attend and participate in annual training activities that include Counseling emerging disciplinary approaches (career, transfer, and personal), teaching concepts and tools, and the incorporation of counseling within initiatives such as Guided Pathways, Student Equity, Dual Enrollment, Assembly Bill (AB) 705/AB 1705, and AB 927/AB 1111. The Counseling faculty have participated in training such as Counseling in the Era of Equity: Critical Competencies for Student Success (Equity Institute – Skyline College), Holland Code Assessment (RIASEC Career Training), and CORA Equity in Education Certificate Program (Mt. SAC) (II.C.5.11 Counselor Training CORA and Equity Institute). Counselors work directly with instructional faculty to develop Guided Pathways maps that include recommended general education courses. The academic catalog website search engine filters categories for college majors and career options (II.C.5.12 Link to Guided Pathways). The counselor who serves as the College's Articulation Officer participates on the Curriculum and Instruction Council (C&I) and the Educational Design Committee (EDC) to advise members about course and program articulation (II.C.5.13 C&I Council Members; II.A.5.4 EDC Content Experts).

To learn about transfer options students are encouraged to participate in RaiseMe, a micro-scholarship platform wherein students can earn credit toward scholarship funds by completing specific transfer activities (II.C.5.14 Link to Explore Your Future Website). Mt. SAC and Cal Poly Pomona established a partnership in the Fall of 2021 titled the Transfer Advantage Program (TAP), which offers Mt. SAC students additional support through activities and events, with an embedded Cal Poly Pomona staff support member. Events include the TAP Information Sessions, Admitted Students Celebration, and the Summer Academy, in which students engage with Cal Poly Pomona's employees to remove barriers such as imposter syndrome. TAP participants who attend Cal Poly Pomona receive an automatic scholarship, incentivizing students, and leveraging their financial security while attending a 4-year university (II.C.5.15 TAP Student Info Session; II.C.5.16 TAP Summer Academy 2022; II.C.5.17 TAP Admitted Students Celebration).

Student Services evaluates counseling services to better serve student needs. For example, students have expressed interest in online appointments as it enables them to meet a counselor at convenient times, including evenings and weekends (II.C.5.18 Remote Counseling Survey). Counseling appointments, both credit and noncredit, and appointments with Financial Aid are available online (through Zoom/video conferencing), in person, via email, and via phone, and include late night virtual hours (II.C.5.19 Appointment Attendance Report). Specialized support programs (Arise, CalWORKs, Veterans Resource Center, EOPS) have instituted virtual front desks where students can log on and immediately speak with a staff member (II.C.5.20 SARS

Appointment Attendance Report). The Counseling Department developed an online student orientation to inform students about policies and procedures, educational planning, registration information, support services available, co-curriculars available, and an overview of graduation and transfer requirements. A section on safety is provided and covers police and campus safety, Title IX procedures, and reporting (II.C.5.21 New Student Orientation).

All matriculating students are required to have an educational plan (II.C.5.22 Student Services Catalog MAP Requirement). Students develop their online educational plans with a counselor or advisor using the DegreeWorks program for students which ensures that information on academic requirements is accurate and disseminated promptly. Students work with counselors to develop an initial and comprehensive educational plan housed in an online platform that student's access and interact with electronically. Students can conduct "what if" scenarios to consider additional educational options. The system also allows counselors to view and make notations related to students' progress (II.C.5.23 DegreeWorks).

Student Services uses the Education Advisory Board (EAB) Navigate system's "Advance Search" function to track students' progress toward their academic goals. The EAB Navigate "Explore" function is used to communicate directly with students through a system of "nudge notifications" and follow-up communications available through a computer or mobile app (II.C.5.24 EAB Navigate). Students completing 15 units who have not declared a major are contacted by Counseling Department members to help them decide on a major and program of study. To facilitate this, students are referred to Mountie Academic Plan (MAP) Workshops to learn about career clusters developed through Guided Pathways and the completion of their educational plans. Students can access their electronic educational plans directly and track their progress in meeting their certificate, degree, and transfer goals (II.C.5.25 MAP Workshop; II.C.5.26 MAP Summary Report).

Analysis and Evaluation

Timely and comprehensive guidance information is provided to students through multiple means by counselors and advisors who participate in regular training and professional development. Counseling and advising programs orient students to ensure they understand requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Student Services adheres to admissions policies consistent with the mission. Administrative Procedures (APs) and Board Policies (BPs) specify the qualifications of students appropriate for admissions that support the mission of serving the community. As a public California community college, requirements include a student's minimum age and high school completion status as

specified in California Education Code and Title 5 Regulations (II.C.6.1 BP 5010 Admissions; II.C.6.2 AP 5010 Admissions). All California community college students apply through the "CCC (California Community Colleges) Apply" form. Requirements for admission are visible on the website's admissions page and prospective students will find the "apply online" button at the top of the homepage. The admissions homepage also includes tutorials to assist with applying (II.C.6.3 Application Webpage). The catalog (both print and electronic) as well as the BPs and APs detail the process to matriculate to the College as either a student enrolled in credit or noncredit classes (II.C.5.3 BP 5050 Student Success and Support Program; II.C.5.4 AP 5050 Student Success and Support Program). Students receive guidance through the New Student Orientation, Mountie Academic Plan (MAP) Workshops, Mountie Fast Tracks, and program orientations that inform them of admissions-related policies and procedures, especially criteria for being accepted into specialized programs such as nursing and fire science (.C.3.6 Mountie Fast Track Appointment Page; II.C.5.21 New Student Orientation; II.C.5.25 MAP Workshop).

Fire Academy Students

Image Credit: Mike Taylor

College policies and procedures along with details in the catalog and website inform students desiring to enroll as Special Admit students (students under age 18 and still enrolled in secondary education) and Dual Enrollment students (students attending local high schools where college courses are offered as part of their educational programs) (II.C.6.4 Catalog/Web Info Special Admits; II.C.6.5 AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students). These policies also detail the procedures and requirements for international students desiring an F-1 immigration visa (II.C.6.6 AP 5012 International Students). Admissions and Records classified professionals serve as designated school officials overseeing the admissions process and continued compliance for students qualifying to enroll as F-1 students.

Students are advised on clear pathways to obtain their educational goals. Guided Pathways program maps assist students by articulating course-taking sequences and aligning general

education courses with specific program majors (II.C.5.12 Link to Guided Pathways). Student Services uses the audit function in DegreeWorks to track students' progress toward the successful completion of certificates, degrees, and transfer requirements. This information is updated annually based on changes to the curriculum and catalog (II.C.5.23 DegreeWorks). Each instructional division has a counselor liaison assigned to collaborate with departments and assist students in particular majors (II.C.5.5 Counseling Liaisons). Counselors conduct class presentations and workshops, correspond with, and meet students, and attend department and advisory meetings. This relationship enables a strong connection among faculty and bridges gaps in information about specific programs for counseling faculty. Counseling liaisons provide training by disseminating information and updating other counselors and advisors so that students receive accurate and updated program specific guidance (II.C.6.7 Faculty Meeting Minutes 10-5-22).

Students can submit transcripts from other institutions and other proof of licensing or completion of career/trade/military training to receive college credit (II.C.6.8 BP 4270 Use of General Education Courses Completed at Other Accredited Institutions; II.C.6.9 AP 4270 Use of General Education Courses Completed at Other Accredited Institutions; II.C.6.10 AP 4280 Use of BA/BS or Higher Degree to Waive Associates Requirement; II.C.6.11 AP 5013 Military Personnel, Federal Civil Service Employees, and Their Dependents). Admissions and Records provides articulation between completion of high school courses with Advanced Placement into college courses upon receipt of college credit through the credit by exam process. Credit for Prior Learning or Extra-Institutional Learning is also provided and detailed in AP 4285 (II.C.6.12 AP 4285 Credit for Prior Learning or Extra-Institutional Learning). Non-credit admissions align with the requirements of their specific programs through the Accrediting Commission for Schools Western Association of Schools and Colleges (ASC WASC) accreditation process (II.C.6.13 ACS WASC Accreditation). The School of Continuing Education is one of the few noncredit programs in the state to offer a high school diploma (II.C.6.14 School of Continuing Education Info Sheet).

Analysis and Evaluation

Admissions policies and procedures are well-defined and adhered to. Clear information on college policies and requirements including graduation, transfer, certificate completion, and awarding of credits is provided to students.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Student Services evaluates the effectiveness of practices and tools of admissions and placement to minimize bias. The catalog and admissions and assessment webpages include current details, requirements, and parameters related to student admissions and assessment (II.C.7.1 Admissions and Records website; II.C.7.2 Registration 101 brochure; II.C.7.3 Assessment website). Through the full implementation of California AB 705, all students completing the Assessment Questionnaire (AQ) receive placement recommendations to enroll in transfer-level English and math courses based on multiple measures which include high school cumulative

grade point average, high school courses, and grades in high school English and math courses (II.C.7.4 CCCCO AB705 Report). The Office of Research and Institutional Effectiveness (RIE) conducts ongoing research to analyze the impact of the assessment referral process, disproportionate impact studies analyzing the enrollment and success in English, math, and American Languages (AmLa) courses based on multiple variables including ethnicity, age, and gender, and the impact of AB 705 on English and math performance (I.A.2.1 BOT Report – Key Performance Metrics). Studies related to placement and course success experiences are conducted regularly to measure additional aspects of the assessment, placement, and success levels in completing transfer level English and math courses (II.A.8.5 AB 705 Five Year Trend Access Fall Cohorts 2015-19).

Additionally, RIE developed an annual survey for students and faculty to evaluate the effectiveness of the AB 705 placement systems. The Assessment and Matriculation Committee evaluates the data and makes recommendations on changes to the AQ to facilitate successful and accurate student placement in alignment with state policies and guidelines (II.A.8.6 Survey of Faculty and Students on AB 705; II.A.8.7 SPEAC Reviewing Recommendations from Asses/Mat Committee 5-16-22). The Committee also evaluates the resources available to students, including math and English placement videos, to ensure students have adequate tools for self-assessment (II.C.7.5 Assessment and Matriculation Committee Minutes 4-16-22).

Corequisite classes in English and math are recommended for student success based on reported student information in the AQ. English language learners participate in a guided self-placement process through the AmLa department which provides credit-based English as a Second Language (ESL). The AmLa department offers a credit ESL course (AmLa 1A) equivalent to transfer level Freshman Composition English 1A (II.C.7.6 AMLA Course Outline). The School of Continuing Education's ESL Program offers a Computer Adaptive Placement (ESL CAP) test as a diagnostic to assess incoming ESL students' levels (II.C.7.7 CCCCO ESL Placement Report).

Analysis and Evaluation

Assessment and placement processes are regularly evaluated to validate effectiveness and minimize bias and are implemented in conjunction with state laws and directives.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Admissions and Records stores and maintains student records confidentially and in a secure system. Hard copy records received are scanned and archived to provide a secure backup of significant files (II.C.8.1 BP 3310 Records Retention and Destruction; II.C.8.2 AP 3310 Records Retention and Destruction). Board Policy (BP) 5040 and Administrative Procedure (AP) 5040 specify the College's compliance policies with federal and state laws related to students' rights to privacy, directory information, and the release of student records. AP 5040 additionally covers

the transfer of information to third parties, the maintenance of student records, and the correction of student information (II.C.8.3 BP 5040 Student Records, Directory Information, and Privacy; II.C.8.4 AP 5040 Student Records, Directory Information, and Privacy). Information on release of student records is also found on the College website (II.C.8.5 Webpage on Student Records Info). Additionally, AP 5043 and AP 5045 cover the use of Social Security numbers (II.C.8.6 AP 5043 Use of Social Security Numbers; II.C.8.7 AP 5045 Student Records: Challenging Content and Access Log). These policies are published on the Mt. SAC website and are available to the public (II.C.8.8 BP-AP Website).

Financial Aid follows federal record-keeping regulations and privacy standards through the Family Educational Rights and Privacy Act and the federal Department of Education stipulations (II.C.8.3 BP 5040 Student Records, Directory Information, and Privacy; II.C.8.4 AP 5040 Student Records, Directory Information, and Privacy). Procedures for the release of student records are established and followed (II.C.8.9 AP 3300 Public Records; II.C.8.10 BP 3300 Public Records). No student-record information is released without clear, written, original proof that the requestor is authorized to make the request and receive the records. Requests for confidential discipline reports and legal subpoenas for student records are reviewed by Risk Management to ascertain the authenticity of the request before release (II.C.8.11 BP 5035 Withholding of Student Records; II.C.8.12 AP 5035 Withholding of Student Records and Registration Privileges). Similarly, Student Health Services complies with the federal Health Insurance Portability and Accountability Act regulations to maintain student health records securely, following strict protocols regarding the release of information. A Notice of Privacy Practices related to students' Protected Health Information is detailed on the Student Health Center's website (II.C.8.13 BP 5200 Student Health Services; II.C.8.14 AP 5200 Student Health Services).

Analysis and Evaluation

Records, both hard copy and electronic, active, and archived are permanently and securely stored. Mt. SAC publishes and follows federal and local policies for the release of records.

Conclusions on Standard II.C: Student Support Services

Comprehensive student support services are organized, evaluated, and provided to meet the diverse and complex educational and support needs of credit and noncredit students. A wide range of support services is provided to address the educational and personal challenges impacting student success. The expansion of online services and processes has provided services and assistance to students through various modalities. Annual and required reports document compliance with state and federal mandates. The annual program review process documents strategic planning and outcome efforts.

Improvement Plan(s)

None

Evidence List

II.C.1

- I.A.1.2 BOT Approval of Mission, Vision, Values
- I.A.2.10 Diagram Overview of PIE Process
- II.C.1.1 VPSS PIE Summary
- II.C.1.2 SCE PIE
- II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report
- I.B.5.6 20-21 Rates by Modality
- I.B.5.7 Success and Retention Data
- II.C.1.4 Student Services Report of Equity in Action
- II.C.1.5 Online and In-Person Services: Admissions, Financial Aid, Counseling, Orientation
- II.C.1.6 SCE Student Online Support
- II.C.1.7 SCE Programs and Services Overview
- II.C.1.8 Student Services Plan to Return to Campus
- I.B.7.13 Student Services Who We Lost Data Analysis
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-22
- I.A.3.8 Student Equity Plan 2022-25
- II.C.1.9 Basic Needs Survey Hope Center
- II.C.1.10 Basic Needs Report to BOT 2020
- II.C.1.11 Chancellor's Office Memo
- II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News
- I.A.3.6 SPEAC Purpose and Function
- II.C.1.13 SEAP Budget Memo 2020
- II.C.1.14 Sample SEAP Workplan- Equity Center
- I.B.6.6 SEAP Project Metrics
- I.B.5.11 SEAP Data Metrics
- I.B.5.10 SEEC Presidential Initiative
- II.C.1.15 CBCSS Proposal
- II.C.1.16 CBCSS BOT presentation
- II.C.1.17 El Centro Update to Cabinet
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet

II.C.2

- II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report
- II.C.2.1 APR AANAPISI Grant 2021
- II.C.2.2 APR for TRiO programs 2022
- II.C.2.3 SCE Student Surveys
- II.C.2.4 Counselor Pilot Survey of Students' Preference for Counseling Services
- I.B.5.7 Success and Retention Data
- I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-22
- I.A.3.8 Student Equity Plan 2022-25
- I.B.4.4 RIE Report on Native American Students
- I.B.4.5 SPEAC Minutes Data Discussion 4-18-22 p. 7
- I.B.6.2 Native American Initiatives Report-Student Equity Committee 2022
- II.C.2.5 CIRP Freshman Survey 2021

II.C.3

- II.C.3.1 Catalog Overview of Student Services and SCE Divisions
- II.C.3.2 Catalog-Student Services Programs
- II.C.3.3 A&R website online forms
- II.C.3.4 Financial Aid website online forms
- II.C.3.5 Counseling website online forms
- II.C.1.4 Student Services Report of Equity in Action
- II.C.3.6 Mountie Fast Track Appointment Page
- II.C.3.7 Arise Unit PIE
- II.C.1.1 VPSS PIE Summary
- II.C.3.8 Loaner Laptop Outcomes Data
- II.C.3.9 Laptop Loans Report

II.C.4

- II.C.4.1 Student Life PIE 2020-21
- II.C.4.2 Recognized Student Clubs & Organizations 2021-22
- II.C.4.3 ICC Constitution 2022
- II.C.4.4 GRASP SEAP Work Plan
- II.C.4.5 Parent Institute Program Booklet
- II.C.4.6 Parent Institute Evaluation Report
- II.C.4.7 Title V Grant Website
- II.C.4.8 Latinx Student Conference Flyer and Survey Samples
- II.C.4.9 Mountie Mentor Conference Booklet
- II.C.4.10 LEAD Program Statistics
- II.C.4.11 Students and Educators of Distinction Awards Ceremony Booklet
- II.C.4.12 BP 5030 Fees
- II.C.4.13 AP 5030 Fees
- II.C.4.14 BP 5420 Associated Students Finance
- II.C.4.15 AP 5420 Associated Students Finance
- II.C.4.16 Mt. SAC District Audit 2021-22 pp. 88-91
- II.C.4.17 BP 4500 Athletics
- II.C.4.18 AP 4500 Athletics
- II.C.4.19 Athletics Handbook
- II.C.4.20 Example of Team Budget Summary.

II.C.5

- II.C.5.1 BP 5110 Counseling
- II.C.5.2 AP 5110 Counseling
- II.C.5.3 BP 5050 Student Success and Support Program
- II.C.5.4 AP 5050 Student Success and Support Program
- II.C.5.5 Counseling Liaisons
- II.C.5.6 BP/AP 5120 Transfer Center
- II.C.5.7 Transfer Symposium Training Agenda
- II.C.5.8 Region 8 SEAP Meeting Minutes 9-30-22
- II.C.5.9 CSU Updates
- II.C.5.10 UC Counselor Updates
- II.C.5.11 Counselor Training CORA and Equity Institute
- II.C.5.12 Link to Guided Pathways
- II.C.5.13 C&I Council Members
- II.A.5.4 EDC Content Experts
- II.C.5.14 Link to Explore Your Future Website
- II.C.5.15 TAP Student Info Session
- II.C.5.16 TAP Summer Academy 2022
- II.C.5.17 TAP Admitted Students Celebration
- II.C.5.18 Remote Counseling Survey
- II.C.5.19 Appointment Attendance Report
- II.C.5.20 SARS Appointment Attendance Report
- II.C.5.21 New Student Orientation
- II.C.5.22 Student Services Catalog MAP Requirement
- II.C.5.23 DegreeWorks
- II.C.5.24 EAB Navigate
- II.C.5.25 MAP Workshop
- II.C.5.26 MAP Summary Report

II.C.6

- II.C.6.1 BP 5010 Admissions
- II.C.6.2 AP 5010 Admissions
- II.C.5.3 BP 5050 Student Success and Support Program
- II.C.5.4 AP 5050 Student Success and Support Program
- II.C.3.6 Mountie Fast Track Appointment Page
- II.C.5.21 New Student Orientation
- II.C.5.25 MAP Workshop
- II.C.6.3 Application Webpage
- II.C.6.4 Catalog/Web Info Special Admits
- II.C.6.5 AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students
- II.C.6.6 AP 5012 International Students
- II.C.5.12 Link to Guided Pathways
- II.C.5.23 DegreeWorks
- II.C.5.5 Counseling Liaisons
- II.C.6.7 Faculty Meeting Minutes 10-5-22).

- II.C.6.8 BP 4270 Use of General Education Courses Completed at Other Accredited Institutions
- II.C.6.9 AP 4270 Use of General Education Courses Completed at Other Accredited Institutions
- II.C.6.10 AP 4280 Use of BA/BS or Higher Degree to Waive Associates Requirement
- II.C.6.11 AP 5013 Military Personnel, Federal Civil Service Employees, and Their Dependents
- II.C.6.12 AP 4285 Credit for Prior Learning or Extra-Institutional Learning
- II.C.6.13 ACS WASC Accreditation
- II.C.6.14 School of Continuing Education Info Sheet

II.C.7

- II.C.7.1 Admissions and Records website
- II.C.7.2 Registration 101 brochure
- II.C.7.3 Assessment website
- II.C.7.4 CCCCO AB705 Report
- I.A.2.1 BOT Report – Key Performance Metrics
- II.A.8.5 AB 705 Five Year Trend Access Fall Cohorts 2015-19
- II.A.8.6 Survey of Faculty and Students on AB 705
- II.A.8.7 SPEAC Reviewing Recommendations from Asses/Mat Committee 5-16-22
- II.C.7.5 Assessment and Matriculation Committee Minutes 4-16-22
- II.C.7.6 AMLA Course Outline
- II.C.7.7 CCCCO ESL Placement Report

II.C.8

- II.C.8.1 BP 3310 Records Retention and Destruction
- II.C.8.2 AP 3310 Records Retention and Destruction
- II.C.8.3 BP 5040 Student Records, Directory Information, and Privacy
- II.C.8.4 AP 5040 Student Records, Directory Information, and Privacy
- II.C.8.5 Webpage on Student Records Info
- II.C.8.6 AP 5043 Use of Social Security Numbers
- II.C.8.7 AP 5045 Student Records: Challenging Content and Access Log
- II.C.8.8 BP-AP Website
- II.C.8.9 AP 3300 Public Records
- II.C.8.10 BP 3300 Public Records
- II.C.8.11 BP 5035 Withholding of Student Records
- II.C.8.12 AP 5035 Withholding of Student Records and Registration Privileges
- II.C.8.13 BP 5200 Student Health Services
- II.C.8.14 AP 5200 Student Health Services

Standard III. Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College's policies and procedures for hiring processes include developing job descriptions, advertising, and determining candidate qualifications in compliance with the Equal Employment Opportunity (EEO) Plan, California Education Code, Title 5, Board Policy (BP) 3420 Equal Employment Opportunity, and Administrative Procedure (AP) 3420 (III.A.1.1 BP 3420 EEO; III.A.1.2 AP 3420 EEO). The criteria and procedures for hiring academic employees are established and implemented in accordance with College BPs and APs, including the Academic Senate's role in local decision-making (III.A.1.3 BP 7120 Recruitment and Hiring; I.B.9.17 AP 7120 Recruitment and Hiring: Faculty). AP 7121 provides for Classified Senate participation in hiring decisions for classified employees (III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees; III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees). Recruitment and hiring for administrators include diverse screening committee membership to ensure a variety of perspectives are used to assess applicants' qualifications (III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.1.7 AP 7124 Recruitment and Hiring: Executive Management Employees). Policies and procedures describing the College's hiring policies and procedures are publicly available on the Mt. San Antonio College (Mt. SAC) website (II.C.8.8 BP-AP Website).

Job descriptions are generated by department personnel in conjunction with Human Resources (HR) classified professionals and managers to reflect accurate position duties and responsibilities in accordance with the College's mission (III.A.1.8 Management Job Description; III.A.1.9 Classified Job Description; III.A.1.10 Faculty Job Description). Minimum qualifications for faculty and educational administrators are drafted in accordance with the California Community Colleges Chancellor's Office (CCCCO) and BP and AP 7211 (III.A.1.11 BP 7211 Minimum Qualifications and Equivalencies; III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies). Job descriptions for faculty members who will teach in the newly approved Mt. SAC

baccalaureate program will be developed using the same process. Minimum qualifications for other employees are determined in accordance with collective bargaining agreements (CBAs) (III.A.1.13 CSEA 262 CBA Articles 17 & 19; III.A.1.14 CSEA 651 CBA Article XVII).

The HR Department broadly advertises open positions across multiple venues to attract diverse and qualified candidates (III.A.1.15 List of Venues). HR follows consistent procedures outlined in AP 7211 to formally review applicant credentials and verify minimum qualifications. The equivalency of degrees from non-U.S. institutions is verified through the National Association of Credential Evaluation Services (III.A.1.16 Faculty Job Posting). A certified transcript evaluation service report verifying the degree equivalency to that of an accredited institution within the United States must be submitted by the filing deadline. Equivalencies to faculty minimum qualifications are approved by the Academic Senate Equivalency Committee (III.A.1.17 Equivalency Committee).

Mt. SAC's Strategic Priority to "Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society…" is implemented in the selection process through the Equal Employment Opportunity (EEO) Plan which ensures that hiring practices and procedures are consistently followed. The Plan requires all employees serving on hiring committees to participate in EEO training at least every two years and that the composition of hiring committees ensures expertise, diversity, and appropriate constituent voices (III.A.1.18 EEO Plan 2019; III.A.1.19 EEO Plan Draft 2022). Hiring committee composition requirements are delineated on committee forms (III.A.1.20 Classified Screening Committee Form; III.A.1.21 FT Faculty Screening & Selection Committee Request Form; III.A.1.22 Management Screening Committee Form).

Analysis and Evaluation

Mt. SAC's recruitment and selection procedures ensure that the integrity and quality of programs and services are maintained by employing diverse and qualified administrators, faculty, and classified professionals in alignment with the mission and priorities. Broadly published job descriptions establish the criteria, qualifications, and procedures for selecting personnel that accurately reflect position duties, responsibilities, and authority. Publicly available Board Policies and Administrative Procedures specify hiring procedures.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Mt. SAC hires highly qualified faculty with subject matter knowledge and pedagogical skills to ensure student success (III.A.2.1 Faculty Roster). Deans, department chairs, Academic Senate, and Human Resources (HR) collaboratively review job descriptions, including qualifications and duties. The faculty collective bargaining agreement specifies teaching expectancies (I.C.10.4 Teaching Expectancies Faculty Contract). All faculty job descriptions include the responsibility for

curriculum oversight and student learning outcomes assessment (III.A.2.2 Professor of Physics; III.A.2.3 Professor of Counseling). Administrative Procedure (AP) 7120 Recruitment and Hiring requires that faculty hires have appropriate knowledge of their subject matter (I.B.9.17 AP 7120 Recruitment and Hiring: Faculty). Mt. SAC adheres to the state-mandated minimum qualifications outlined in the California Community Colleges Chancellor's Office's (CCCCO) handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.2.4 Minimum Qualifications Handbook). All applicants provide credentials or verification of minimum qualifications, professional records, and official, sealed college transcripts. HR follows consistent procedures outlined in AP 7211 Minimum Qualifications and Equivalencies to formally review credentials, and other forms of preparation, to ensure qualified faculty meet minimum requirements (III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies). The Equivalency Committee reviews documentation from applicants who submit an Equivalency Form (III.A.2.5 Equivalency Form; III.A.2.6 Equivalency Committee Minutes and Sample).

Faculty and Students in Culinary Arts Kitchen

Image Credit: Mike Taylor

Faculty screening committees include discipline experts responsible for interviewing and selecting finalists for interview by the Mt. SAC vice president, dean, and screening committee chair. The screening committee process begins with assessing the applicant's degrees, professional or occupational knowledge, and teaching experience. Selected candidates are further evaluated through a verbal interview and for effectiveness in a teaching or counseling demonstration (III.A.2.7 Sample Faculty Writing Assignment; III.A.2.8 Faculty Interview Questions; III.A.2.9 Faculty Recruitment Teaching Demo).

The CCCCO established minimum qualifications for faculty teaching baccalaureate curriculum at a community college for the 15 Community College Districts participating in the bachelor's degree pilot program (III.A.2.10 Baccalaureate Degree Pilot Program Handbook). HR consults with the CCCCO to ensure the criteria outlined in the handbook apply and requests updated

guidance if needed. The parameters in the CCCCO handbook include the Academic Senate for California Community Colleges Resolution #10.01 (III.A.2.11 Minimum Qualifications for Instruction of Upper Division Courses). As the newly approved program is implemented, HR will work with Academic Senate to develop the Bachelor of Science in Histotechnology faculty job posting, which includes the minimum qualifications described earlier in this section (I.A.3.13 Histotechnology Implementation Workgroup).

Analysis and Evaluation

Mt. SAC ensures that faculty qualifications include knowledge of the subject matter and required skills for teaching or counseling. All faculty job postings describe teaching responsibilities and major duties, including curriculum development and student learning assessment.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Human Resources (HR) follows established procedures to determine that administrators, classified professionals, and confidential employees possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality (III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees; III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees). Administrator qualifications adhere to the California Community Colleges Chancellor's Office (CCCCO) handbook Minimum on Qualifications for Faculty and Administrators in California Community Colleges (III.A.2.4 Minimum Qualifications Handbook). All job postings describe the educational and experiential minimum qualifications required. Applicants verify minimum qualifications, professional records, and official, sealed transcripts. HR screens candidate applications to ensure minimum qualifications are met. Every applicant must also answer questions demonstrating preparedness to consider equity and diversity in their work (III.A.3.1 Classified Job Posting; III.A.3.2 Management Job Posting).

Analysis and Evaluation

Mt. SAC adheres to the CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges and established procedures to determine if employees possess appropriate qualifications. HR completes the minimum qualifications screenings to ensure requirements are met.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Human Resources (HR) verifies the qualifications of applicants and newly hired personnel according to the minimum qualifications described in the job postings and verifies non-United

States (U.S.) degrees for equivalency. The process for vetting transcripts from outside the U.S. is included on all job postings (III.A.1.16 Faculty Job Posting; III.A.4.1 Job Posting Website; III.A.4.2 NACES Standards). All applicants submit application forms with transcripts verifying the degree earned from an accredited institution or a foreign transcript. A certified transcript evaluation service report verifying the degree equivalency to that of an accredited institution within the U.S. must be submitted by the filing deadline (III.A.4.3 Verified Transcript Sample). Accredited evaluation agencies meeting the National Association of Credential Evaluation Services (NACES) standards are eligible for verifying degree equivalency.

Analysis and Evaluation

Mt. SAC position classification descriptions and job postings state that degrees must be from regionally accredited institutions. HR verifies transcripts and requires certified evaluations of non-U.S. degrees to be sealed and provided by applicants.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Mt. SAC assures the effectiveness of its personnel through systematic evaluation at intervals defined by collective bargaining agreements to support the improvement of job performance. Human Resources (HR) maintains an electronic system to automatically inform administrators of evaluation timelines and is responsible for the maintenance of related records (III.A.5.1 Employee Evaluation Review Due). The criteria in performance evaluation forms accurately measure the effectiveness of personnel (III.A.5.2 Classified 262 Evaluation Form; III.A.5.3 Classified 651 Evaluation Form; III.A.5.4 Management Employees Evaluation Principles and Process). The employee evaluation process includes a review of goals, an assessment of performance from the prior review cycle, and the development of goals for the upcoming cycle, focusing on continually improving performance. Employees not meeting evaluation criteria are placed on a "Needs Improvement Plan" (III.A.5.5 Needs Improvement Plan).

Contract faculty are evaluated each year during their first four probationary years of employment. Division deans evaluate tenured teaching faculty on a three-year cycle. Department chairs evaluate part-time faculty in their first year and after that, as defined by their rehire rights status (III.A.5.6 Faculty Association CBA Appendix H). Different faculty assignments (teaching, librarians, counseling) are evaluated with appropriate criteria. Employees review completed evaluations signed by all parties involved and forwarded to HR (Human Resources) for inclusion in the employee personnel file.

Managers evaluate probationary classified and confidential employees twice during their first six months of employment. Permanent classified and confidential employees are evaluated annually during the month of the employee's anniversary date (III.A.1.13 CSEA 262 CBA Article

16; III.A.1.14 CSEA 651 CBA Article XIII; III.A.5.7 Confidential Evaluation). If an employee is evaluated as "needs improvement," the evaluating manager, in collaboration with HR and a bargaining unit representative, must provide the employee with a 60-day "Needs Improvement Plan" to meet expectations (III.A.5.5 Needs Improvement Plan). All managers are evaluated in their first year and every three years after that. The evaluation includes a comprehensive approach, a self-evaluation with input from a peer evaluation survey of direct reports and colleagues, and a summary report from the employee's supervisor (III.A.5.4 Management Employees Evaluation Principles and Process).

Analysis and Evaluation

Evaluation practices for faculty and staff are documented in collective bargaining agreements. Evaluation practices for managers and confidential employees are developed collaboratively with each constituency and documented in evaluation forms. Performance evaluation forms for all employees assess effectiveness and encourage improvement.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Mt. SAC adheres to state laws and regulations, which guide the College in determining the number of qualified faculty sufficient to assure the quality of educational programs and services required to achieve the mission. California Education Code section 84362 (d), known as the "50 percent Law," requires districts to have 50 percent or more of expenses associated with the direct costs of student classroom instruction (III.A.7.1 Ed Code 84362; III.A.7.2 Average Percent of Current Expense of Education). The number of full-time faculty positions hired each year is informed by a minimum number set by the California Community College system formula, the full-time faculty obligation number, or FON (III.A.7.3 Fall 2021 Compliance FON). The College is committed to meeting or exceeding FON (III.A.7.4 Employee Population). The staffing of part-time faculty is determined by the amount of lecture hour equivalents (LHE) that remain after courses are assigned to full-time faculty and to ensure instruction in all areas of specialty. A dean or department chair uses the Part-time Faculty Pool Request Form to establish a pool of qualified part-time faculty to hire in accordance with the EEO (Equal Employment Opportunity) Plan and policies (I.B.9.17 AP 7120 Recruitment and Hiring: Faculty; III.A.7.5 Adjunct Pool Request).

Mt. SAC maintains lists of a summary of faculty positions in its annual budget and evaluates five-year hiring trends (III.A.7.6 2021-2022 Adopted Budget pp. 86-91; III.A.7.7 Five Year Summary of Positions). To ensure sufficient qualified faculty, Fiscal Services maintains a Faculty Position Control Report regularly reviewed by the Vice President of Instruction and presented at President's Cabinet (III.A.7.8 Faculty Position Control Report). In accordance with Administrative Procedure (AP) 7120, the Instruction Leadership Team, in collaboration with instructional departments, Student Services, and the School of Continuing Education prioritizes requests for faculty positions. Academic Senate also creates an independent prioritization list. The priorities for the Academic Senate and Instructional Leadership Team are brought to the Academic Mutual Agreement Council (AMAC), where a single list is determined and submitted to the President for a decision regarding the number of positions approved for hire in that academic year (I.B.9.17 AP 7120 Recruitment and Hiring: Faculty; III.A.7.9 Faculty Requests Memo; III.A.7.10 Faculty Requests Form; III.A.7.11 Faculty Request to Fill Template; III.A.7.12 Academic Senate Faculty Ranking Criteria). The developing Histotechnology baccalaureate program is led by a full-time faculty program director (I.C.13.1 BOT Approval Substantive Change Histotechnology). As the program is implemented, additional faculty hiring will follow the abovementioned procedures.

Analysis and Evaluation

Mt. SAC meets or exceeds the full-time faculty obligation number and uses a formal process for ensuring that a sufficient number of qualified faculty are employed. Ongoing needs for part-time faculty focus on fulfilling program needs and course demands.

8. An institution with part time and part-time faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and part-time faculty into the life of the institution.

Evidence of Meeting the Standard

Mt. SAC provides part-time faculty professional development opportunities, orientation to the College, and engagement with key academic processes. Part-time faculty receive a hiring packet as part of their onboarding process (III.A.8.1 Part-time Faculty Hiring Packet). The faculty collective bargaining agreement (CBA) requires all new part-time faculty to attend a three-hour mandatory orientation offered at the beginning of fall and spring semesters (III.A.5.6 Faculty Association CBA 9.E.11). During orientation, Faculty Association leaders review the evaluation process (III.A.8.2 New Part-time Faculty Orientation Agenda). Part-time and partial contract faculty are evaluated in the first teaching semester, annually for the first four years, and after receiving re-hire rights every three years (III.A.5.6 Faculty Association CBA 18L; III.A.8.3 Part-time Faculty Evaluation Forms H4a, H4b, H4c, H4d & H8). Professional and Organizational Development (POD) maintains a webpage dedicated to resources for part-time faculty (III.A.8.4 Adjunct Faculty Website). Departments and divisions provide part-time faculty with the course outline of record, student learning outcomes (SLO), an invitation to department meetings, division meetings, campus services information, and specific equipment training (III.A.5.6 Faculty Association CBA 10.S; III.A.8.5 Business Division Adjunct Agenda).

Mt. SAC part-time faculty are valued and integrated into multiple processes, including training, shared governance, academic and professional work, student clubs and mentorship, task forces, SLOs, outreach activities, curriculum development, and department/institutional planning. Part-time faculty representatives participate on governance committees and are paid at the non-instructional rate (III.A.8.6 FPDC Membership). They are also recognized for their contributions to the College through annual awards (III.A.8.7 Academic Senate Constitution; III.A.8.8 Part-time Faculty Service Awards; III.A.8.9 Faculty Association Adjunct of the Year Awards; III.A.8.10 Academic Senate Part-time Faculty Awards).

Part-time faculty engage in professional development virtually and in person through POD and can be paid for up to six hours of approved training (III.A.5.6 Faculty Association CBA A.6.b). Part-time faculty can participate in any faculty learning opportunities, with specialized training also provided, such as the "For Part-time, By Part-time," and "FACTS" series. 346 part-time faculty completed specialized training between 2019 and 2022 (III.A.8.11 Part-time Faculty Specialty Training 2019-22; III.A.8.12 FACTS Day Flyer). Up to $1,800 annually is also available to part-time faculty through POD conference and travel (III.A.8.13 Adjunct Faculty Conference Funds 2021-22). Part-time faculty are also eligible for salary advancement credit/salary schedule credit/column crossover (III.A.8.14 Request for Salary Advancement Form).

Analysis and Evaluation

Mt. SAC part-time faculty are valued at the College and integrated into ongoing College processes, including orientation, oversight, evaluation, shared governance, academic and professional work, and planning. Part-time faculty are publicly recognized for their efforts and are strongly supported in their professional development with financial incentives.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Mt. SAC has policies and procedures to determine the appropriate number and qualifications for support personnel. Administrative personnel use integrated planning processes to evaluate and recommend hiring new classified professionals. College units submit requests for new hires through the annual Planning for Institutional Effectiveness (PIE) program review process (III.A.9.1 PIE Planning and Resources; III.A.9.2 PIE Personnel Requests; III.A.9.3 Request to Fill Form). These requests are prioritized through the New Resource Allocation (NRA) process (III.A.9.4 NRA Process). Mt. SAC maintains sufficient staffing with appropriate qualifications as defined in AP 7121 Recruitment and Hiring: Classified Employees and through HR review of job descriptions (III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees; III.A.9.5 Standard Operating Procedure – Job Description Review; III.C.1.1 IT Organizational Chart). Five-year hiring trend data is evaluated (III.A.7.7 Five Year Summary of Positions). The annual adopted budget includes a summary of new staff positions and allocations for ongoing positions (III.A.7.6 2021-2022 Adopted Budget pp. 83-93).

Analysis and Evaluation

Mt. SAC has administrative policies, budget processes, and planning procedures in place to ensure the maintenance of sufficient staffing with appropriate qualifications to support the educational, technological, physical, and administrative operations of the College.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College uses Planning for Institutional Effectiveness (PIE), the program review process, to determine the appropriate number, qualifications, and organization of administrators (III.A.9.1 PIE Planning and Resources; III.A.9.2 PIE Personnel Requests). The PIE narrative aligns program goals with administrator position needs, and PIE requests for administrative positions are ranked and proceed through the New Resource Allocation (NRA) process (III.A.9.4 NRA Process). As detailed in Standard IV.B., the President plans, oversees, and evaluates the administrative structure to ensure effective College operations. President's Cabinet meetings document administrative changes to the organizational chart and new resource allocation decisions (III.A.10.1 Approval of New AVP Position; III.A.10.2 Mt. SAC Organizational Structure). HR follows policies and procedures to review job descriptions and ensure that qualified administrators are hired (III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.9.5 Standard Operating Procedure – Job Description Review). To maintain continuity of leadership and services, duties of vacant administrative positions are assigned to other management personnel, or the vacant position is filled by appointment by the College President on an interim basis to allow for full and open recruitment (III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees Section M). The College evaluates five-year hiring trends and includes a summary of management positions in the annual Adopted Budget (III.A.7.6 2021-2022 Adopted Budget pp. 83-93; III.A.7.7 Five Year Summary of Positions).

Analysis and Evaluation

The College maintains sufficient administrative staffing with appropriate qualifications through Administrative Procedures, the PIE process, and Cabinet decisions.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies and procedures are established by the Board of Trustees and published on the College website (II.C.8.8 BP-AP Website). California School Employees Association (CSEA) 651, CSEA 262, and Faculty Association collective bargaining agreements support the fair, equitable, and consistent administration of personnel policies and are available on the Human Resources (HR) website (III.A.11.1 Collective Bargaining Agreement Website). Mt. SAC maintains six management positions in HR to guide administrators and classified professionals in

appropriately applying personnel policies and procedures (III.A.11.2 Human Resources Organizational Chart). Consistent and equitable administration of personnel policies and procedures are outlined in the Equal Employment Opportunity (EEO) Plan (III.A.1.18 EEO Plan 2019). HR trains employees to apply personnel policies and procedures consistently and equitably through new employee orientations, training, and workshops. In the fiscal year 2021-2022, HR facilitated 33 EEO training sessions attended by 399 employees (III.A.11.3 EEO Training 2021-22).

Mt. SAC subscribes to the Community College League of California's (CCLC's) policy and procedure service for contemporary guidance to ensure fairness, equity, and consistent oversight regarding written personnel policies and procedures. CCLC provides recommended language and two-yearly updates, ensuring that all personnel policies and procedures are current and aligned with personnel legislation (III.A.11.4 CCLC Agreement). Mt. SAC also contracts with Liebert, Cassidy, and Whitmore (LCW) for outside counsel specializing in human resources legal aspects. LCW provides biannual updates on state and federal regulations and provides training for College employees (III.A.11.5 LCW Agreement).

Analysis and Evaluation

The Board of Trustees establishes Mt. SAC's personnel policies and procedures, which are adhered to through implementation oversight by HR administrators and classified professionals. The College's collective bargaining agreements support the fair, equitable, and consistent administration of personnel policies and procedures.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Mt. SAC's policies and procedures promote an understanding of equity and diversity. Board Policy (BP) and Administrative Procedure (AP) 7100 Commitment to Diversity, demonstrate dedication to upholding the College mission and values (III.A.12.1 BP 7100 Commitment to Diversity; III.A.12.2 AP 7100 Commitment to Diversity). HR tracks and evaluates its record on employment diversity and equity (III.A.12.3 Employee Demographics). To ensure fair treatment of employees, the College distributes a biannual notice of policies and procedures on discrimination, provides training, and conducts timely investigations of all allegations of violations of its policies in accordance with AP 3435 (III.A.12.4 Notice of College Policies & Procedures Prohibiting Unlawful Discrimination; III.A.12.5 EEO Training; III.A.12.6 AP 3435 Discrimination & Harassment Investigations).

HR recruits diverse personnel in accordance with its mission and as stated in the EEO Plan, which is updated annually by the Campus Equity and Diversity Committee (CEDC) (III.A.1.1 BP 3420 EEO; III.A.1.2 AP 3420 EEO). Hiring committees must have a diverse membership, and employees serving on screening committees complete EEO training every two years (III.A.1.18 EEO Plan 2019 pp. 8, 13; III.A.12.5 EEO Training). The College requires applicants to answer questions on

diversity and equity in applications and interviews (III.A.1.16 Faculty Job Posting; III.A.12.7 Equity Interview Questions). HR sends job announcements to websites and publications to ensure a diverse applicant pool (III.A.1.15 List of Venues; III.A.12.8 Hiring Black Faculty and Staff 2022).

The CEDC promotes equal access and opportunity to improve efforts in workforce Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISA+). The Committee also seeks to strengthen and expand employees' ability to understand the values and benefits of DEISA+ among college students and the workforce (III.A.12.9 CEDC Purpose). CEDC determines the support Mt. SAC personnel need and evaluates the effectiveness of diversity programs and services by conducting an employee survey to assess campus climate and uses the results to make recommendations to President's Advisory Council (III.A.12.10 Campus Climate Report). Services to support all employees include confidential mental health counseling provided through the Employee Counseling Center (ECC). Staffed with Licensed Clinical Social Workers and administrative support, it has served 1,811 employees since opening in November 2021. The ECC offers one-on-one counseling, group counseling, and workshop presentations (III.A.12.11 Employee Counseling Center Data; III.A.12.12 Mt. SAC Employee Counseling Flier).

Analysis and Evaluation

Mt. SAC maintains and updates its EEO Plan through its EEO Advisory Committee, Campus Equity and Diversity Committee and provides regular EEO hiring training to faculty, classified professionals, and administrators. Statistics about employment diversity are assessed annually and communicated publicly.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

One of Mt. SAC's Core Values is Integrity, "We treat each other honestly, ethically, and respectfully in an atmosphere of trust." To support this value, an Institutional Code of Ethics policy provides expectations and delineates consequences for violation (I.C.10.2 BP 3050 Institutional Code of Ethics; I.C.10.3 AP 3050 Institutional Code of Ethics). Guided by the National Education Association (NEA) Code of Ethics, Academic Procedure (AP) 7715 outlines guidance for faculty on ethical issues including "protection of freedom to learn and teach and the guarantee of equal educational opportunity for all." These values ensure a commitment to both students and to the profession (I.C.14.1 AP 7715 Faculty Code of Ethics). During Board of Trustees meetings, Board Policy (BP) 2355 Decorum requires professional and ethical conduct, prohibiting offensive language and physical violence or threats (III.A.13.1 BP 2355 Decorum). Board members, vice presidents, the Chief Technology Officer, and other selected administrators must file economic interests per the conflict of interest code (III.A.13.2 AP 2712 Conflict of Interest Code).

Analysis and Evaluation

Mt. SAC upholds a written code of professional ethics for all personnel, including consequences for violation.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Mt. SAC offers professional development programs consistent with its mission (III.A.14.1 BP 7160 Professional Development; III.A.14.2 AP 7160 Professional Development). The Professional Development Council (PDC) is responsible for planning short- and long-term professional development (III.A.14.3 PDC Committee). PDC leads the development and implementation of the Mt. SAC Professional Development Plan, which supports employee learning in nine defined focus areas (III.A.14.4 Professional Development Plan). PDC also coordinates conference and travel funding which extends professional learning beyond the campus to all contract employees (III.A.14.5 PDC Minutes 6-2-22).

In close collaboration with governance committees, Professional and Organizational Development (POD) supports employee growth through research, planning, organization, communication, implementation, and evaluation of professional development. In partnership with the California Community Colleges Chancellor's Vision Resource Center, Mt. SAC employees have access to POD Connect, an online learning management tool with local, statewide, online, and in-person professional development training and resources (III.A.14.6 VRC MOU; III.A.14.7 POD Connect Calendar; III.A.14.8 POD Connect Transcript). Between 2019 and 2022, POD offered 2,707 sessions with 37,457 instances of attendance (III.A.14.9 POD Connect Data). As part of this work, POD collaborates with a dedicated Information Technology Trainer to ensure employees remain current and efficient in evolving technology and productivity platforms (III.A.14.10 Technology Training 2019-22). POD's Planning for Institutional Effectiveness (PIE) annual program review ensures continual improvement of professional development programs and services (III.A.14.11 POD PIE).

The Faculty Professional Development Council (FPDC), an Academic Senate council with a dedicated Faculty Coordinator, oversees faculty professional development practices, including approval of the campus flexible calendar plan (III.A.14.12 FPDC Council). Faculty Flexible Calendar days are offered twice annually, with evaluation results analyzed by FPDC and used for ongoing improvement (III.A.14.13 FLEX Survey Report; III.A.14.14 FLEX Evaluation Report). Other faculty assigned to development include the New Faculty Seminar Coordinator and the Professional Learning Academy (PLA) Team (III.A.14.15 PLA Team). The PLA Team oversees special projects such as the Magic Mountie Podcast and the One Book One Campus Initiative (III.A.14.16 Podcast Data; III.A.14.17 One Book One Campus). POD offerings emphasize technology, pedagogy, and equitable practices, such as Effective Teaching Practices and Inclusive Teaching for Equitable Learning by the Association of College and University Educators (ACUE) (I.B.6.14 ACUE Motivational Syllabus; I.B.6.15 ACUE ITEL Syllabus; I.B.6.16 ACUE Report 19-22). All instructors must receive certification to teach online courses through a College-developed training or an approved equivalent and must re-certify every four years to maintain eligibility to teach online (II.A.7.10 DL SPOT and Equivalents). Diversity, Equity, Inclusion, Social Justice, Anti-

Racism, and Accessibility (DEISA+) is a significant focus for the College. A five-year federal Title V Grant for Developing Hispanic Serving Institutions, "Creating an Equity-Minded Campus Culture to Improve Student Outcomes," provides critical resources for DEISA+ efforts. The grant has nine measurable professional development outcomes, 32 distinct projects, and seven campus-wide goals. Title V funds supported 350 faculty in completing certifications in Unconscious Bias, Racial Microaggressions, Data Literacy for Equity, and Inclusive Teaching for Equitable Learning (III.A.14.18 Title V Grant; III.A.14.19 Title V Cabinet Report; III.A.14.20 Equity Faculty Certification). Faculty can also participate in training to incorporate the United Nations Sustainability Development Goals into their curricula to become "leaf" certified to support the College sustainability goal (II.A.2.15 Turning Over a New Leaf – Sustainability Training).

Participants at Classified Professional Development Day

Image Credit: Jeffrey George

The Classified Professional Development Committee (CPDC) designs classified professional development using an annual survey and evaluation of learning needs (III.A.14.21 CPDC Committee; III.A.14.22 CPD Day Survey; III.A.14.23 Classified Needs Analysis). Classified training is supported through negotiated release time and dedicated funding outlined in collective bargaining agreements (III.A.1.13 CSEA 262 CBA Article 20). CPDC utilized one-time funding from the California Community Colleges Chancellor's Office to provide specialized training for classified professionals (III.A.14.24 CPDC Minutes). Classified New Employee Welcome, Great Staff Retreat, and Classified Professional Development Day are activities that advance classified skills, knowledge, and professional growth (III.A.14.25 New Employee Welcome).

The Management Professional Development Committee (MPDC) guides professional development for managers using the Transformative Leadership Model and annual manager professional development survey results to plan monthly management meetings (III.A.14.26 MPDC Committee; III.A.14.27 Transformative Leadership Model; III.A.14.28 Management Professional Development Evaluation). Training includes the annual Manager Fall Gathering and the two-day offsite Management PEAK Leadership Summit (III.A.14.29 Management Programs).

New managers are invited to attend the Management Essentials Series on contemporary topics in leadership and management (III.A.14.30 Management Essentials).

Analysis and Evaluation

Mt. SAC's robust professional development programs demonstrate commitment to students' success and promote excellence in employee performance. Collegially planned, high-impact, outcome-driven professional development supports the College's mission. Data from systematic evaluation of professional development programs are used for improvement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Mt. SAC secures personnel records confidentially and provides employees access to their records per Administrative Procedure (AP) 7145 and in compliance with Labor Code Section 1198.5 and California Education Code Title 5 Section 87031 (III.A.15.1 AP 7145 Personnel Files). Human Resources (HR) maintains personnel files in a centralized, secured location in OnBase, accessible only to authorized individuals. Collective bargaining agreements include language about the confidentiality of grievances and personnel files (III.A.1.13 CSEA 262 CBA Articles 15 & 18; III.A.1.14 CSEA 651 CBA Articles XII & XV; III.A.5.6 Faculty Association CBA Articles 18 & 20).

Analysis and Evaluation

Mt. SAC HR securely and confidentially maintains all personnel records and files as outlined in AP 7145 and in compliance with state codes. Personnel files are maintained electronically in a centralized, secured location and accessible only to authorized individuals. Each employee has access to their personnel records in accordance with the law.

Conclusions on Standard III.A: Human Resources

Mt. SAC maintains the integrity and quality of its programs and services by employing qualified administrators, faculty, and classified professionals. Employment criteria, qualifications, procedures, and job descriptions are aligned with the College mission, and the students served. The College adheres to appropriate hiring practices that are thorough and equitable. Personnel policies and procedures are clearly defined and publicly available to ensure consistent and ethical hiring and evaluation of all employees.

Improvement Plan(s)

None

Evidence List

III.A.1

- III.A.1.1 BP 3420 EEO
- III.A.1.2 AP 3420 EEO
- III.A.1.3 BP 7120 Recruitment and Hiring
- I.B.9.17 AP 7120 Recruitment and Hiring: Faculty
- III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees
- III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.1.7 AP 7124 Recruitment and Hiring: Executive Management Employees
- II.C.8.8 BP-AP Website
- III.A.1.8 Management Job Description
- III.A.1.9 Classified Job Description
- III.A.1.10 Faculty Job Description
- III.A.1.11 BP 7211 Minimum Qualifications and Equivalencies
- III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies
- III.A.1.13 CSEA 262 CBA Articles 17 & 19
- III.A.1.14 CSEA 651 CBA Article XVIII
- III.A.1.15 List of Venues
- III.A.1.16 Faculty Job Posting
- III.A.1.17 Equivalency Committee
- III.A.1.18 EEO Plan 2019
- III.A.1.19 EEO Plan Draft 2022
- III.A.1.20 Classified Screening Committee Form
- III.A.1.21 FT Faculty Screening & Selection Committee Request Form
- III.A.1.22 Management Screening Committee Form

III.A.2

- III.A.2.1 Faculty Roster
- I.C.10.4 Teaching Expectancies Faculty Contract
- III.A.2.2 Professor of Physics
- III.A.2.3 Professor of Counseling
- I.B.9.17 AP 7120 Recruitment and Hiring: Faculty
- III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies
- III.A.2.4 Minimum Qualifications Handbook
- III.A.2.5 Equivalency Form
- III.A.2.6 Equivalency Committee Minutes and Sample
- III.A.2.7 Sample Faculty Writing Assignment
- III.A.2.8 Faculty Interview Questions
- III.A.2.9 Faculty Recruitment Teaching Demo
- III.A.2.10 Baccalaureate Degree Pilot Program Handbook
- III.A.2.11 Minimum Qualifications for Instruction of Upper Division Courses
- I.A.3.13 Histotechnology Implementation Workgroup

III.A.3

- III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees
- III.A.2.4 Minimum Qualifications Handbook
- III.A.3.1 Classified Job Posting
- III.A.3.2 Management Job Posting

III.A.4

- III.A.1.16 Faculty Job Posting
- III.A.4.1 Job Posting Website
- III.A.4.2 NACES Standards
- III.A.4.3 Verified Transcript Sample

III.A.5

- III.A.5.1 Employee Evaluation Review Due
- III.A.5.2 Classified 262 Evaluation Form
- III.A.5.3 Classified 651 Evaluation Form
- III.A.5.4 Management Employees Evaluation Principles and Process
- III.A.5.5 Needs Improvement Plan
- III.A.5.6 Faculty Association CBA Appendix H
- III.A.1.13 CSEA 262 CBA Article 16
- III.A.1.14 CSEA 651 CBA Article XIII
- III.A.5.7 Confidential Evaluation

III.A.7

- III.A.7.1 Ed Code 84362
- III.A.7.2 Average Percent of Current Expense of Education
- III.A.7.3 Fall 2021 Compliance FON
- III.A.7.4 Employee Population
- III.A.7.5 Adjunct Pool Request
- I.B.9.17 AP 7120 Recruitment and Hiring: Faculty
- III.A.7.6 2021-2022 Adopted Budget pp. 86-91
- III.A.7.7 Five Year Summary of Positions
- III.A.7.8 Faculty Position Control Report
- III.A.7.9 Faculty Requests Memo
- III.A.7.10 Faculty Requests Form
- III.A.7.11 Faculty Request to Fill Template
- III.A.7.12 Academic Senate Faculty Ranking Criteria
- I.C.13.1 BOT Approval Substantive Change Histotechnology

III.A.8

- III.A.8.1 Part-time Faculty Hiring Packet
- III.A.5.6 Faculty Association CBA 9.E.11, 10.S, 18L, A.6.b
- III.A.8.2 New Part-time Faculty Orientation Agenda
- III.A.8.3 Part-time Faculty Evaluation Forms H4a, H4b, H4c, H4d & H8
- III.A.8.4 Adjunct Faculty Website
- III.A.8.5 Business Division Adjunct Agenda
- III.A.8.6 FPDC Membership
- III.A.8.7 Academic Senate Constitution
- III.A.8.8 Part-time Faculty Service Awards
- III.A.8.9 Faculty Association Adjunct of the Year Awards
- III.A.8.10 Academic Senate Part-time Faculty Awards
- III.A.8.11 Part-time Faculty Specialty Training 2019-22
- III.A.8.12 FACTS Day Flyer
- III.A.8.13 Adjunct Faculty Conference Funds 2021-22
- III.A.8.14 Request for Salary Advancement Form

III.A.9

- III.A.9.1 PIE Planning and Resources
- III.A.9.2 PIE Personnel Requests
- III.A.9.3 Request to Fill Form
- III.A.9.4 NRA Process
- III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees
- III.A.9.5 Standard Operating Procedure – Job Description Review
- III.C.1.1 IT Organizational Chart
- III.A.7.7 Five Year Summary of Positions
- III.A.7.6 2021-2022 Adopted Budget pp. 83-93

III.A.10

- III.A.9.1 PIE Planning and Resources
- III.A.9.2 PIE Personnel Requests
- III.A.9.4 NRA Process
- III.A.10.1 Approval of New AVP Position
- III.A.10.2 Mt. SAC Organizational Structure
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.9.5 Standard Operating Procedure – Job Description Review
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees Section M
- III.A.7.6 2021-2022 Adopted Budget pp. 83-93
- III.A.7.7 Five Year Summary of Positions

III.A.11

- II.C.8.8 BP-AP Website
- III.A.11.1 Collective Bargaining Agreement Website
- III.A.11.2 Human Resources Organizational Chart
- III.A.1.18 EEO Plan 2019
- III.A.11.3 EEO Training 2021-22
- III.A.11.4 CCLC Agreement
- III.A.11.5 LCW Agreement

III.A.12

- III.A.12.1 BP 7100 Commitment to Diversity
- III.A.12.2 AP 7100 Commitment to Diversity
- III.A.12.3 Employee Demographics
- III.A.12.4 Notice of College Policies & Procedures Prohibiting Unlawful Discrimination
- III.A.12.5 EEO Training
- III.A.12.6 AP 3435 Discrimination & Harassment Investigations
- III.A.1.1 BP 3420 EEO
- III.A.1.2 AP 3420 EEO
- III.A.1.18 EEO Plan 2019 pp. 8, 13
- III.A.1.15 List of Venues
- III.A.1.16 Faculty Job Posting
- III.A.12.7 Equity Interview Questions
- III.A.12.8 Hiring Black Faculty and Staff 2022
- III.A.12.9 CEDC Purpose
- III.A.12.10 Campus Climate Report
- III.A.12.11 Employee Counseling Center Data
- III.A.12.12 Mt. SAC Employee Counseling Flier

III.A.13

- I.C.10.2 BP 3050 Institutional Code of Ethics
- I.C.10.3 AP 3050 Institutional Code of Ethics
- I.C.14.1 AP 7715 Faculty Code of Ethics
- III.A.13.1 BP 2355 Decorum
- III.A.13.2 AP 2712 Conflict of Interest Code

III.A.14

- III.A.14.1 BP 7160 Professional Development
- III.A.14.2 AP 7160 Professional Development
- III.A.14.3 PDC Committee
- III.A.14.4 Professional Development Plan
- III.A.14.5 PDC Minutes 6-2-22
- III.A.14.6 VRC MOU
- III.A.14.7 POD Connect Calendar
- III.A.14.8 POD Connect Transcript
- III.A.14.9 POD Connect Data
- III.A.14.10 Technology Training 2019-22
- III.A.14.11 POD PIE
- III.A.14.12 FPDC Council
- III.A.14.13 FLEX Survey Report
- III.A.14.14 FLEX Evaluation Report
- III.A.14.15 PLA Team
- III.A.14.16 Podcast Data
- III.A.14.17 One Book One Campus
- I.B.6.14 ACUE Motivational Syllabus
- I.B.6.15 ACUE ITEL Syllabus
- I.B.6.16 ACUE Report 19-22
- II.A.7.10 DL SPOT and Equivalents
- III.A.14.18 Title V Grant
- III.A.14.19 Title V Cabinet Report
- III.A.14.20 Equity Faculty Certification
- II.A.2.15 Turning Over a New Leaf – Sustainability Training
- III.A.14.21 CPDC Committee
- III.A.14.22 CPD Day Survey
- III.A.14.23 Classified Needs Analysis
- III.A.1.13 CSEA 262 CBA Article 20
- III.A.14.24 CPDC Minutes
- III.A.14.25 New Employee Welcome
- III.A.14.26 MPDC Committee
- III.A.14.27 Transformative Leadership Model
- III.A.14.28 Management Professional Development Evaluation
- III.A.14.29 Management Programs
- III.A.14.30 Management Essentials

III.A.15

- III.A.15.1 AP 7145 Personnel Files
- III.A.1.13 CSEA 262 CBA Articles 15 & 18
- III.A.1.14 CSEA 651 CBA Articles XII & XV
- III.A.5.6 Faculty Association CBA Articles 18 & 20
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B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) ensures safety, security, accessibility, and sustainability by employing an extensive team of professionals to oversee the planning, design, construction, and maintenance of all facilities. These include in-house licensed architects and engineers, construction management professionals, and operations specialists (III.B.1.1 Administrative Services Organizational Chart). Annually, Facilities Planning and Management (FPM) conducts an inventory of all facilities and reviews the usage and efficiency of each area. This information is reported via the Facilities Utilization Space Inventory Options Net, provided by the Foundation for California Community Colleges (FCCC), to the Facilities Planning Unit (FPU) which is part of the California Community College Chancellor's Office (III.B.1.2 Space Inventory Report). The College also participates in a Facility Condition Assessment, conducted by the FCCC, in partnership with the FPU. The data gathered is used to determine the Facility Condition Index (FCI) used by the Chancellor's Office to rank and rate campus building needs and funding (III.B.1.3 FCI Report). Additionally, each year FPM engages in the Planning for Institutional Effectiveness (PIE) program review process to determine department goals and needs (III.B.1.4 FPM PIE Report).

The Facilities Advisory Committee (FAC) reviews physical resources, facilities planning, and design work monthly to ensure safety, sufficiency, and accessibility (III.B.1.5 FAC Purpose and Function). FAC regularly reports to the President's Advisory Council (PAC) and makes specific recommendations to the Campus Master Plan Coordinating Team (CMPCT) (III.B.1.6 PAC Minutes 7-13-22). CMPCT is a specialized leadership group overseeing and providing administrative direction for bond planning, design, and construction activities. The team is chaired by the President, and membership includes the campus vice presidents and the Executive Director of Facilities Planning and Management. CMPCT meets twice per month to review recommendations from FAC; report on ongoing planning, design, and construction activities; approve budgets for new projects; and review design and construction contract awards prior to submission to the Board of Trustees for approval (III.B.1.7 CMPCT Minutes 6-21-22).

An interdisciplinary approach is used to improve facilities accessibility in alignment with the planning priorities. The FPM team works closely with the Dean of Access and Wellness, CMPCT, FAC, a landscape advisory team, the Health and Safety Committee, and other representative groups to monitor the accessibility of existing facilities and to construct and modernize buildings and infrastructure according to universal design principles (design for accessibility for all), such as the inclusion of wayfinding or signage intended to facilitate safe building access (III.B.1.8 CMPCT Minutes 11-2-21).

The maintenance of physical resources is the primary responsibility of the Facilities Maintenance

and Operations Team. FPM staff, academic divisions, and other units are authorized to submit work requests through "School Dude," a computerized maintenance management system, which prioritizes work orders with safety implications (III.B.1.9 School Dude Report). Urgent conditions can be reported by staff and students to FPM or Police and Campus Safety who initiate service requests to minimize response time to emerging issues. A member of the Facilities team is available 24 hours a day to respond to emergencies (III.B.1.10 Facilities Managers On-Call List 1-3-22).

Building and safety code compliance at Mt. SAC is assured through established processes and practices. A team of certified inspectors, who may be either internal or external experts, reviews construction plans and specifications prior to submittal to the Division of the State Architect and provides continuous inspection of all campus construction and major maintenance work (III.B.1.11 DSA Project Inspection Report). The FPM team also works directly with Police and Campus Safety as well as Risk Management to ensure that buildings and infrastructure are constructed and maintained to ensure a healthy work environment and to minimize risk to persons and property (III.B.1.12 Safety Report). These teams provide ongoing design review input for major construction projects to further reduce existing security concerns (III.B.1.13 Design Meeting Minutes 8-26-22).

The College participates in the Statewide Association of Community Colleges (SWACC), a Joint Powers Authority, which provides liability insurance coverage, and requires a safety inspection every two years to identify potential risks or threats. FAC evaluates the report and acts to mitigate potential safety hazards (III.B.1.14 Mt. SAC Property & Liability SWACC Inspection 2022). The Risk Management unit conducts an annual building inspection throughout the campus, details their findings in individual Hazard Reports, communicates them to building managers, works with Maintenance and Operations to correct deficiencies through the School Dude system, and reports the findings to the Health and Safety Committee (III.B.1.15 Hazard Report and Work Order). The Health and Safety Committee (HSC) ensures compliance with laws and regulations affecting safety and maintenance of safe learning and working conditions (III.B.1.16 Health and Safety Committee). The committee reviews periodic safety and security inspection and assessment reports and monitors efforts to correct deficiencies (III.B.1.17 HSC Minutes 7-12-22).

The Police and Campus Safety Advisory Committee promotes effective communication and collaboration between constituent groups and the Police and Campus Safety Department. The Committee assists the Police and Campus Safety Department with campus campaigns on emerging issues related to campus community, safety, and security for staff and students (III.B.1.18 Police and Campus Safety Advisory Committee Minutes 4-11-22). Safety training for staff is comprehensive and ongoing (III.B.1.19 Emergency Preparedness 101 Report; III.B.1.20 Keenan Safety Training Report; III.B.1.21 Building Evacuation Training).

Analysis and Evaluation

Mt. San Antonio College assures safe and sufficient physical resources by employing extensive professional planning, design, construction, and operations staff in the FPM department, and by

effective collaboration among administrative teams and committees. Regular evaluations of physical resources occur through inventories, inspections, and reports processed through maintenance management systems. Campus safety and security are prioritized to provide an effective learning and working environment.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Mt. SAC plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality to support programs and services to achieve the mission. Long-term planning is guided by the Educational and Facilities Master Plan (EFMP) which serves as the foundation of the integrated planning process (III.B.2.1 EFMP Introduction). The EFMP is developed through analysis of extensive internal and external data sets to identify major challenges and needs of educational programs and services (III.B.2.2 EFMP Chapter 2). The current EFMP was approved by the Board of Trustees (BOT) in December 2018. As part of a five-year cycle of review and revision, the EFMP will be updated beginning in 2023 to ensure recommendations and goals for new and modernized facilities and infrastructure are in alignment with emerging program and service needs (III.B.2.3 BOT Minutes 11-12-22 with EFMP Timeline).

In accordance with Administrative Procedure (AP) 6600 a Five-Year Construction Plan outlines the College's plan for facilities (III.B.2.4 BP/AP 6600 Capital Construction; III.B.2.5 Five Year Construction Plan). Building, infrastructure, and energy conservation projects are prioritized through the comprehensive master planning process outlined in AP 6610 (III.B.2.6 AP 6610 Facilities Project Prioritization). Compliance with laws, codes, and regulations related to physical infrastructure is assured through collaborative campus efforts. Funded primarily through Measure GO local bonds, $100 million is allocated each year to major and minor capital improvement projects under the oversight of representative groups including the Citizens' Oversight Committee (COC), Facilities Advisory Committee (FAC), and the Campus Master Plan Coordinating Team (CMPCT) which provide input on project scope, schedules, and budgets (III.B.2.7 BOT Measure GO Issuance 07-14-21). The BOT and COC receive regular comprehensive reports (III.B.2.8 BOT Minutes 8-10-22; III.B.2.9 COC Purpose and Function; III.B.2.10 COC Minutes 8-4-22). Additionally, construction and modernization efforts are communicated to the campus community through a robust website (III.B.2.11 Construction Website).

The Facilities Planning and Management (FPM) team evaluates spatial plans for new facilities in consideration of capacity load ratio. All major projects are developed through a detailed architectural programming process led by the FPM team and includes representatives from the program or service area the facilities will serve. Final project plans are presented to FAC and to CMPCT to approve scope and budget (III.B.2.12 Evidence Flowchart). Projects with potential for state funding begin with an Initial Project Proposal (IPP) and if eligible, advance to a Final Project Proposal (FPP) process. Architects and engineering consultants are selected for each project

through a detailed request-for-proposal process conducted by FAC with support from the Purchasing Department. Finalists are recommended to CMPCT which identifies the top firm for Board of Trustee review and approval (III.B.2.13 BOT Minutes 9-12-18). This participatory process ensures that the best firms are selected to design each project.

Student Center Building 410 Under Construction February 2022

Image Credit: Jeffery George

In accordance with AP 6610, short-term physical planning such as minor building improvement projects and alterations to specific rooms or operational areas are prioritized annually as part of the annual Planning for Institutional Effectiveness (PIE) program review process (III.B.2.6 AP 6610 Facilities Project Prioritization). A prioritized list of project requests, approved by the appropriate vice president, is submitted for feasibility and cost, and then the list is refined and presented to FAC for review. The project prioritization process allows urgent facilities needs to be addressed in a timely fashion with the pertinent vice president's approval (III.B.2.14 Quarterly Construction List 11-29-22).

The FPM team is primarily responsible for maintaining and efficiently operating buildings, grounds, infrastructure, and the fleet of vehicles and maintenance equipment. The annual Facility Condition Assessment provides data needed to create the Facility Condition Index (FCI) Report, a broad perspective of the deferred maintenance backlog, while the Internal Facilities Assessment Report provides a detailed look at the status of mechanical, electrical, and plumbing equipment and the condition of architectural finishes throughout the campus. The 30-year capital expenditure plan for each campus building and the inventory and condition assessment developed for over 2,300 pieces of equipment provide guidance in developing project lists that reflect the most current equipment replacement and finishes upgrade needs on campus. Assessment data indicates that facilities are well maintained (III.B.1.3 FCI Report; III.B.2.15 Internal Facilities Assessment Report). Equipment costs are a substantial portion of the new and modernized facilities project budget. The Vice President of Administrative Services annually distributes allocated Scheduled Maintenance and Instructional Equipment grant funding in

accordance with the California Community College Chancellor's Office funding program (III.B.2.16 Scheduled Maintenance and Instructional Equipment Grant). Through the planning process, funds are allocated to FPM, Technical Services for instructional technology, Instructional Technology for data network equipment, and instructional/student services building users. Equipment budgets for projects are reviewed by FAC and CMPCT (III.B.2.17 POD Project Equipment Budget). FPM also provides support for instructional and student services efforts to update and replace equipment such as classroom and office furniture and items that require permanent installation or concurrent facilities alterations. Utilization of most campus facilities is analyzed by the Technical Services Department through 25Live software reports which inform the instructional scheduling process and provide detailed data to maximize use of space across campus. Room Utilization and Capacity-Load Ratio Reports are presented quarterly to the President's Cabinet by a joint team of representatives from the Office of Instruction, FPM, and Technical Services (III.B.2.18 President's Cabinet Notes 9-28-21).

Faculty, classified professionals, students, and administrators are committed to the College Mission and Core Value of Sustainability and Restoration which is infused in the participatory governance process. In 2021, the Executive Director of Facilities Planning and Management hired a Sustainability Director to advance the Strategic Plan Priority "To embed environmental sustainability into the work and decision-making processes of all areas of campus" (III.B.2.19 Core Values; I.A.2.6 Strategic Plan). The Sustainability Director works closely with the Climate Commitment and Environmental Justice Committee (CCEJC) to inform, guide, implement, and sustain the Climate Action Plan and the Carbon Commitment (III.B.2.20 CCEJC Purpose and Function Statement; I.B.9.4 Climate Action Plan; III.B.2.21 Carbon Commitment). The impact of sustainability efforts is evident in Leadership in Energy and Environmental Design (LEED) certified buildings, a Universal Waste Management Program, the Sustainable Demonstration Garden, embedded sustainability in curriculum through designated Leaf Courses, monthly campus wide sustainability engagement opportunities, restoration of 25 fallow acres to a protected natural habitat, and the recent purchase of 72 acres of open space north of campus (III.B.2.22 Owners Project Requirements; III.B.2.23 Leaf Course Training; III.B.2.24 Sustainability Newsletter; III.B.2.25 BOT Minutes 6-5-19; III.B.2.26 Zero Waste Management Program).

Analysis and Evaluation

Mt. San Antonio College assesses the needs of programs and services in alignment with the overall institutional Mission and Core Values to inform institutional planning which guides building projects, facilities renovations, infrastructure upgrades, equipment replacement and sustainability commitments.

3. 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.

Evidence of Meeting the Standard

Major building projects are assessed for feasibility and effectiveness as part of the Educational and Facilities Master Plan (EFMP) process. The Board of Trustees approved a comprehensive

EFMP in June 2018. An update to the EFMP is underway as part of a five-year review cycle and is expected to be completed in 2024. Educational and facilities master planning provides the campus and community long-range assessment of facilities needs that align with the mission and vision and the relevant demographic data that supports planned program growth (III.B.2.2 EFMP Chapter 2; III.B.3.1 EFMP Chapter 3). Space utilization is reported as part of the Five-Year Construction Plan submitted annually to the California Community College Chancellor's Office (III.B.3.2 BOT Minutes 7-13-22). The campus space inventory is updated annually according to the California Community Colleges Space Inventory Handbook (III.B.1.2 Space Inventory Report). All building floor plans are maintained electronically in an accessible database and updated to reflect changes to building space or use by construction activities or reassignment of space (III.B.3.3 Floor Plan Building 10). Accurate space inventory data ensures that the capacity load ratio for each space type is correct, and that space utilization is considered in project planning efforts, including initial and final project proposals (III.B.2.5 Five Year Construction Plan).

Data from assessment also drives evaluative processes. The campus facilities are evaluated as part of the Foundation for California Community Colleges Facility Condition Assessment Program. Data from the assessment provides estimates of repair and replacement costs for each building. The Facility Condition Index (FCI) Report provides a guideline in evaluating facilities and equipment for repair, modernization, or replacement (III.B.1.3 FCI Report). Each year, FPM, as part of the Planning for Institutional Effectiveness (PIE) process, assesses the needs of Facilities Maintenance, Custodial Services, Grounds, Transportation, and Warehouse. Resource needs such as equipment, staffing, and contracted services are identified, prioritized, and reviewed by each unit vice president. Data from PIE provides a basis for a capital equipment renewal and preventative maintenance plan and assists with identifying staffing requirements necessary to maintain critical equipment (III.B.3.4 PIE Unit Goals and Resources).

Facilities and physical resources that are planned for utilization by the Histotechnology baccalaureate degree program were initially evaluated for feasibility and effectiveness for the program as part of the BS Application to the California Community Colleges Chancellors' Office. Once implemented, the program faculty will annually re-evaluate as part of the PIE process (III.B.3.5 Baccalaureate Application).

Analysis and Evaluation

Mt. San Antonio College regularly evaluates all facilities and equipment, assuring the effectiveness of these physical resources in supporting institutional programs and services. Feasibility of institutional plans for new or altered facilities are reviewed in taking utilization and other relevant data into account.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Mt. SAC has a long-range capital planning process that is well established. The major source of revenue that provides funding for capital plans is Bond Measure General Obligation (GO) funds

(III.B.2.7 BOT Measure GO Issuance 7-14-21). Academic and institutional support program needs are identified through the Educational and Facilities Master Plan (EFMP) process, in alignment with the Strategic Plan (III.B.2.1 EFMP Introduction; I.A.2.6 Strategic Plan). The Five-Year Construction Plan identifies and prioritizes projects that may be supportable with state capital outlay funds. Projects approved as part of the EFMP are prioritized and reviewed for feasibility and costs are estimated prior to awarding design contracts. The integration of the construction management and inspection teams into the design process, along with the leadership of the Senior Project Manager, supporting project manager, architects, the design team, and specialty consultants, ensure the project design requirements are fully addressed in the design phase and that projects are constructible within allowed budgets (III.B.4.1 COC Annual Report). Each project design effort complies with a detailed list of design requirements for each phase, including "basis of design" reports for critical building systems such as heating, ventilation and air conditioning, lighting systems, and building envelope. These reports provide the basis for life-cycle cost analysis of critical building elements (III.B.2.22 Owners Project Requirements).

The College participates in the Foundation for California Community Colleges Facility Condition Assessment Program and considers removal or replacement of facilities with a ratio greater than 75 percent (III.B.1.3 FCI Report). Facilities Planning and Management has developed a Total Cost of Ownership (TCO) model for new construction, with standards based on the Association of Higher Education Physical Plant Administrators staffing guidelines. Contracted services and utilities expenses are defined through historical cost data to quantify staffing and service needs (III.B.4.2 TCO Presentation 4-10-22). Outcomes of TCO models are included in the annual Planning for Institutional Effectiveness (PIE) process to ensure capital projects support College goals (III.B.4.3 20-21 PIE – Grounds, Maintenance, Custodial).

Analysis and evaluation of long-range capital plans occurs at many levels. Facilities master planning annual processes are aligned with the Mission, Core Value, and Strategic Priorities to provide a systematic review and measurement of progress as well as identification of facilities improvement needs (III.B.4.4 VP Administrative Services PIE). Quarterly construction reports are presented to the President's Cabinet and posted publicly on the College website. Additionally, progress reports on EFMP goals are provided to the Board of Trustees three times a year (III.B.2.8 BOT Minutes 8-10-22; III.B.4.5 BOT Study Session Minutes).

Analysis and Evaluation

Mt. SAC has long-term capital plans in place that support institutional improvements to facilities and equipment and has information on the total cost of those improvements. Annual assessment and evaluation ensure capital planning advances the improvement and planning goals.

Conclusions on Standard III.B: Physical Resources

Mt. SAC maintains safe, sufficient, and accessible physical resources that assure a healthy learning and working environment through employing extensive professional planning, design,

construction, and operations staff in the Facilities Planning and Management Department, and by effective collaboration among administrative teams and committees. Regular evaluations of physical resources occur through inventories, inspections, and maintenance system reports. Faculty, classified professionals, administrators, and students assess the needs of programs and services in alignment with the overall institutional Mission and Core Values to inform long-term and short-term institutional planning which guides resource allocations for building projects, facilities renovations, infrastructure upgrades, and equipment replacement, all with a focus on sustainability. Shared governance committee recommendations inform facilities planning, support the effectiveness of the physical resources, evaluate long-term total cost of ownership, and ensure capital projects advance College planning priorities.

Improvement Plan(s)

None.

Evidence List

III.B.1

- III.B.1.1 Administrative Services Organizational Chart
- III.B.1.2 Space Inventory Report
- III.B.1.3 FCI Report
- III.B.1.4 FPM PIE Report
- III.B.1.5 FAC Purpose and Function
- III.B.1.6 PAC Minutes 7-13-22
- III.B.1.7 CMPCT Minutes 6-21-22
- III.B.1.8 CMPCT Minutes 11-2-21
- III.B.1.9 School Dude Report
- III.B.1.10 Facilities Managers On-Call List 1-3-22
- III.B.1.11 DSA Project Inspection Report
- III.B.1.12 Safety Report
- III.B.1.13 Design Meeting Minutes 8-26-22
- III.B.1.14 Mt. SAC Property & Liability SWACC Inspection 2022
- III.B.1.15 Hazard Report and Work Order
- III.B.1.16 Health and Safety Committee
- III.B.1.17 HSC Minutes 7-12-22
- III.B.1.18 Police and Campus Safety Advisory Committee Minutes 4-11-22
- III.B.1.19 Emergency Preparedness 101 Report
- III.B.1.20 Keenan Safety Training Report
- III.B.1.21 Building Evacuation Training

III.B.2

- III.B.2.1 EFMP Introduction
- III.B.2.2 EFMP Chapter 2
- III.B.2.3 BOT Minutes 11-12-22 with EFMP Timeline
- III.B.2.4 BP/AP 6600 Capital Construction
- III.B.2.5 Five Year Construction Plan
- III.B.2.6 AP 6610 Facilities Project Prioritization
- III.B.2.7 BOT Measure GO Issuance 7-14-21
- III.B.2.8 BOT Minutes 8-10-22
- III.B.2.9 COC Purpose and Function
- III.B.2.10 COC Minutes 8-4-22
- III.B.2.11 Construction Website
- III.B.2.12 Evidence Flowchart
- III.B.2.13 BOT Minutes 9-12-18
- III.B.2.14 Quarterly Construction List 11-29-22
- III.B.1.3 FCI Report
- III.B.2.15 Internal Facilities Assessment Report
- III.B.2.16 Scheduled Maintenance and Instructional Equipment Grant
- III.B.2.17 POD Project Equipment Budget
- III.B.2.18 President's Cabinet Notes 9-28-21
- III.B.2.19 Core Values
- I.A.2.6 Strategic Plan
- III.B.2.20 CCEJC Purpose and Function Statement
- I.B.9.4 Climate Action Plan
- III.B.2.21 Carbon Commitment

- III.B.2.22 Owners Project Requirements
- III.B.2.23 Leaf Course Training
- III.B.2.24 Sustainability Newsletter
- III.B.2.25 BOT Minutes 6-5-19
- III.B.2.26 Zero Waste Management Program

III.B.3

- III.B.2.2 EFMP Chapter 2
- III.B.3.1 EFMP Chapter 3
- III.B.3.2 BOT Minutes 7-13-22
- III.B.1.2 Space Inventory Report
- III.B.3.3 Floor Plan Building 10
- III.B.2.5 Five Year Construction Plan
- III.B.1.3 FCI Report
- III.B.3.4 PIE Unit Goals and Resources
- III.B.3.5 Baccalaureate Application

III.B.4

- III.B.2.1 EFMP Introduction
- I.A.2.6 Strategic Plan
- III.B.4.1 COC Annual Report
- III.B.2.22 Owners Project Requirements
- III.B.1.3 FCI Report
- III.B.4.2 TCO Presentation 4-10-22
- III.B.4.3 20-21 PIE – Grounds, Maintenance, Custodial
- III.B.4.4 VP Administrative Services PIE
- III.B.2.8 BOT Minutes 8-10-22
- III.B.4.5 BOT Study Session Minutes

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Information Technology (IT) Department at Mt. San Antonio College (Mt. SAC) utilizes a distributed workforce model where many IT staff work within the areas they support. This facilitates effective communication between IT and the College community and ensures technology needs are identified. IT consists of 85 positions organized into four functional areas to provide appropriate and adequate technology services and professional support to the College's academic programs and support services: Infrastructure, Enterprise Application and Web/Portal, Academic Technology, and Project Management and Business Analysis (III.C.1.1 IT Organizational Chart). IT is led by the Chief Technology Officer (CTO), who creates and manages the Technology Master Plan (TMP), which provides overall direction for the use of technology (I.B.9.3 Technology Master Plan).

IT Department Group Photo

Image Credit: Robert Bledsoe

Governance processes established through the President's Cabinet (PC), President's Advisory Council (PAC), the Information Technology Advisory Committee (ITAC), the Administrative Systems Advisory Group (ASAG), and the Planning for Institutional Effectiveness (PIE) Committee guide identification of technology needs and distribution of resources. IT presents quarterly reports to PC, which includes the President and vice presidents (III.C.1.2 PC Report Feb 2022). The CTO reports to PAC once a month with updates from ITAC, which is the primary advisory group for setting goals and providing direction to the College in the development, integration, application, and delivery of information and educational technologies (III.C.1.3 ITAC Minutes 3-7-22; III.C.1.4 ITAC Report to PAC 3-9-22). ASAG, which includes representatives from IT,

Instruction, School of Continuing Education, Administrative Services, Student Services, and Human Resources, meets monthly to ensure that technology priorities and impacts are consistent with campus-wide operational objectives (III.C.1.5 ASAG Minutes March 2022). Through PIE, College units annually assess area needs, set goals, establish plans, and request resources necessary to achieve set goals (III.C.1.6 PIE EAS 20-21; III.C.1.7 PIE Infosec 20-21). IT team members serve as committee members on Distance Learning Committee (DLC), Institutional Effectiveness Committee (IEC), and Facilities Planning (III.C.1.8 IT Committee Membership). To ensure cross-communication, the IT leadership team regularly attends Student Services and Instruction Leadership Team meetings.

To ensure the stability, availability, and effectiveness of all systems and hardware, IT utilizes ASAG, Change Management, and a monthly TechStat report on Key Performance Indicators (KPIs) and metrics to proactively monitor and manage the IT environment (III.C.1.9 Change Management; III.C.1.10 TechStat June 2022). IT is responsible for enterprise systems that play a critical role in the institution's management and operational functions, academic programs, and support services, including but not limited to Ellucian Banner, Canvas, Microsoft Office 365, EAB Navigate, FreshService, DegreeWorks, Hyland OnBase, Luminis Portal, WebCMS, Nuventive, and Ellucian Ethos Identity (EEI).

The robust technical infrastructure provides a reliable, secure, and stable environment protected via disaster recovery (DR) provisions. Nightly, IT backs up data stored off-site in a cloud environment (III.C.1.11 Mt. SAC Disaster Recovery Plan). The infrastructure is sufficient to maintain and sustain traditional teaching and learning and distance education offerings. It includes 45 physical servers and 340 virtual machines utilizing over 400 terabytes of storage, 252 switches, 687 wireless access points, and over 2,200 desk phones. IT maintains hardware standards for laptops, desktops, and network infrastructure (III.C.1.12 Asset Inventory Sample). Requisitions for technology purchases are automatically routed through the IT approval queue. The IT department uses surveys to regularly evaluate the effectiveness of technology in meeting the full range of needs, including instruction, student services, and support for classified professionals, administrators, and students (III.C.1.13 Help Desk Survey). In planning for the Histotechnology baccalaureate degree, IT is an ongoing member of the Bachelor of Science (BS) Histotechnology Implementation Workgroup to ensure that appropriate technology services, support, hardware, and software are adequate as the new program is launched (III.C.1.14 Technology BS Histotechnology; I.A.3.13 Histotechnology Implementation Workgroup).

There are 14 open computer labs for student use; most are specialized to serve unique student needs in writing, language, computer literacy, and computer programming (III.C.1.15 Computer Labs; III.C.1.16 Standards Labs). The IT equipment replacement budget ensures faculty and administrative support personnel have enough technology to support the College's computing needs. To support sufficient and appropriate technological infrastructure in construction planning designs, IT and Technical Services create, assemble, and maintain a set of documents delineating the technology standards for classrooms and offices (III.C.1.17 Standard Telcom Room; III.C.1.18 Standard Cabling Horizontal; III.C.1.19 Standard Cabling BackBone; III.C.1.20 Standard IT Construction).

IT supports the main campus and remote locations, including Brackett Airfield and the West Covina headquarters for the Mt. SAC Early College Academy. In total, IT manages and maintains over 12,000 computers, laptops, tablets, and internal phone systems. Technical support is primarily coordinated through the IT Help Desk, which routes requests to the appropriate support team. The IT Help Desk, staffed to support instructional hours, utilizes FreshService to track support of well over 1,600 requests per month (III.C.1.21 IT Help Desk Hours; III.C.1.22 FreshService Report). IT partners with Technical Services and the Faculty Center for Learning Technology (FCLT) to support technology requests from faculty, classified professionals, and students, including audio-visual services and Canvas questions. Technical training is a coordinated effort between IT and Professional and Organizational Development (POD) (III.A.14.10 Technology Training 2019-22). The IT Documentation and Training Specialist provides training via workshops and on-demand videos for various campus software and technology tools such as Microsoft Office, Navigate, and Chrome River (III.C.1.23 IT Apps). Additionally, the Academic Technology Team provides technical assistance for lecture classrooms and computer lab classrooms across campus (III.C.1.1 IT Organizational Chart). The FCLT provides faculty training on Canvas and support for instructional technology, course design, and course accessibility (III.C.1.24 FCLT Website). The Mountie Student Hub provides centralized support for online students through Canvas (III.C.1.25 Student Hub). The ACCESS department provides accommodations, services, and support for students with disabilities (III.C.1.26 ACCESS Minutes).

During the pandemic and the rapid conversion of on-campus classes to online Canvas offerings, the IT department acted with prudence and agility to provide technology resources to students, faculty, and staff to maintain instruction and keep College operations intact (III.C.1.27 Working Remotely). During the pandemic, IT support for over 2,200 classified professionals included remote access to all systems via virtual private networks, technology equipment for home use, remote technical assistance, and re-routing phone lines through the MiCollab application to classified professionals' computers and cell phones. Additionally, IT collaborated with Student Services and the Library on the Student Laptop Loaner Program, which included distributing more than 8,000 pieces of technology such as loaner laptops, iPads, and hotspots (III.C.1.28 Student Laptop Loans; III.C.1.29 Transition to Online). In response to COVID-19, IT transitioned many manual processes into an online format. Implementing an online appointment booking system incorporating eSARS and Zoom to support students, classified professionals, faculty, and administrators with virtual counseling sessions, registration for virtual workshops, and math tutoring. In 2020, 535 appointments were scheduled for the Math Activities Resource Centers & Support (MARCS) (III.C.1.30 MARCS Appt Use Report). In addition, 355 workshops, each with 20 available seats, were scheduled for the Academic Support and Achievement Center (ASAC) (III.C.1.31 ASAC Appt Usage Report).

Analysis and Evaluation

Mt. San Antonio College technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching, and learning.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Mt. SAC is committed to the sustainable and effective use of technology resources to support the institution's management and operational functions, academic programs, teaching, learning, and support services. The Strategic Plan Priority #4 states that the College "effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success," and is accomplished through the Technology Master Plan (I.A.2.6 Strategic Plan; I.B.9.3 Technology Master Plan). The Information Technology (IT) Department ensures a robust, current, and sustainable technical infrastructure that provides maximum reliability for students, classified professionals, and faculty is planned for, updated, and maintained.

Faculty, classified professionals, and administrators use clear practices to sustainably prioritize technology needs and purchases. Through the Computer Replacement Program, IT upgrades and refreshes desktop computers and laptops every five years for classified professionals and faculty (III.C.2.1 Computer Replacement Program). Technology upgrades for instructional areas such as classrooms and labs are funded via grants, one-time fund opportunities, and bond funds or are identified for funding through the annual program review, Planning for Institutional Effectiveness (PIE) process, which engages end-user input. The PIE process facilitates requests for technology upgrades (III.C.2.2 PIE Minutes May 2022; III.C.2.3 Academic Technology PIE 21-22). One process identified through PIE was the need to provide student printing access on campus. A task force comprised of end users was created to review solutions, and a decision to purchase Wepa was made (III.C.2.4 Wepa Project).

IT developed standards for instructional and non-instructional hardware for new and future campus construction projects. These standards guide space planning and confirm the location of voice, data, and internet connectivity (III.C.1.20 Standard IT Construction). When new technology hardware is received at the warehouse, IT team members place asset tags on each piece and enter the information into Banner, enabling tracking by the Fiscal Department. Once the warehouse inventory process is complete, IT records the items in an IT inventory and asset management system (III.C.1.12 Asset Inventory Sample). This allows IT to track hardware location, funding source, time in use, and eligibility for the Computer Replacement Program (III.C.2.5 IT Inventory Asset Tracking DB).

Analysis and Evaluation

Mt. SAC continuously plans for updates and replaces technology to ensure that its technical infrastructure, quality, sustainability, and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Mt. SAC maintains a Technology Master Plan (TMP) to assure support of operations and services (I.B.9.3 Technology Master Plan). With oversight from the Information Technology Advisory Committee (ITAC), the TMP provides a framework for direction, application, and access to technology resources across the College (I.B.9.19 ITAC Purpose and Function). The Administrative Systems Advisory Group (ASAG) provides communication and feedback between Information Technology (IT) and constituent groups for the College's Enterprise Applications Systems (III.C.3.1 ASAG Minutes 9-20-22). Dedicated technology resources to operationalize the TMP are defined in the annual budget (III.C.3.2 IT Budget Resources). Specialized technology projects requested through PIE are prioritized and funded as additional resources become available through the New Resource Allocation Process, Instructional Equipment budget, grants, or other funding sources (III.C.3.3 NRA Funded Projects).

Technology safety and security are assured through a comprehensive systems approach, including an effective firewall protection mechanism that provides traffic filtering, intrusion prevention, and threat prevention capabilities. Microsoft Defender provides endpoint device protections, automated response, and threat hunting capabilities. Microsoft 365 Defender protects Microsoft cloud hosted resources, including email. Ethos Identity Manager is used for Single Sign-On to control authentication and protect application access (III.C.3.4 Ethos IdP).

The College is actively enrolled in the SAFER cyber-liability insurance policy program (III.C.3.5 Cyber Liability Insurance). Additionally, IT provides annual information security training and enforcement of multi-factor authentication (III.C.3.6 Infosec Training May 2022; III.C.3.7 MFA Video Training). IT uses phishing simulation reports to gather metrics to track the effectiveness of the information security training program (III.C.3.8 Phishing Simulation). Every user login includes a reminder of the acceptable technology use policy (III.C.3.9 AUP Login). Processes are in place to detect, and review suspected and reported instances of fraudulent admissions applications, enrollments, and financial aid-related fraud (III.C.3.10 Fraud Report). College fraud data are submitted monthly through the California Community Colleges Chancellor's Office (CCCCO) Collection website and are reviewed in the CCCCO Financial Aid False Applications and Financial Implications meetings for changes in tactics and methods toward committing enrollment and financial aid fraud (III.C.3.11 CCC Fraud Collection).

Mt. SAC's disaster recovery plan includes processes to ensure business continuity in emergencies. Data are backed up and encrypted with IBM Spectrum Protect to offsite Amazon Web Services (AWS) cloud storage. Virtualized systems and AWS cloud hosted systems operated by IT are encrypted and backed up natively in AWS (III.C.1.11 Mt. SAC Disaster Recovery Plan).

Analysis and Evaluation

With input from the Information Technology Advisory Committee, the Technology Master Plan

guides the Information Technology department to provide reliable, safe, and secure access to technology resources that support student learning and instruction. Continuous review of the College's Technology Master Plan, evaluation of existing systems with industry best practices, and increased information security awareness efforts aid in maintaining, improving, and adhering to this standard.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Departments across the College collaborate to provide inclusive and accessible training in various modalities to support faculty, classified professionals, students, and administrators in the use of technology related to programs, services, and institutional operations. Information Technology (IT), Professional and Organizational Development (POD), Faculty Center for Learning Technology (FCLT), and Student Services each provide technology training and support targeted to different campus populations. The Mt. SAC Professional Development Plan includes outcomes for the focus area "Technology for Educators" (III.A.14.4 Professional Development Plan). POD partners with the Professional Development Council (PDC) and committees for classified, faculty, and management to assess, recommend, and design technology training content and programs (III.A.14.3 PDC Committee; III.A.14.21 CPDC Committee; III.A.14.23 Classified Needs Analysis; III.A.8.6 FPDC Membership; III.A.14.26 MPDC Committee).

Designated resources are allocated for information technology training for faculty, students, classified professionals, and administrators. POD and IT provide conference and travel funding for IT team members to attend technical trainings outside of Mt. SAC to effectively manage technology and to acquire knowledge and skills related to the College community's use of technology for programs, services, and operations. A Training and Applications Specialist in IT creates training videos such as the Microsoft Outlook Tips Series and offers application-specific workshops on Banner, OnBase, PIE, and Omni CMS (III.C.4.1 Microsoft Outlook Training; III.C.4.2 PIE Training; III.C.4.3 Banner 9 Nav Training). POD collaborates with IT to coordinate workshop marketing, registration, attendance, and evaluation of technology training. Through a partnership with the California Community Colleges Vision Resource Center, employees may utilize POD Connect for in-person and online professional training resources. In 2022, 424 employees completed the Cybersecurity at Work training via POD Connect, part of an ongoing effort to strengthen information security to protect College systems and information (III.C.4.4 Cyber Security Training). Campus events such as Faculty Flex Day and Classified Professional Development Day provide additional training opportunities (III.C.4.5 Technology Training).

FCLT supports faculty and classified professionals with instructional technology, course design, pedagogy, and accessibility (III.C.4.6 FCLT Resources and Services; III.C.4.7 FCLT Synchronous Workshops; III.C.4.8 FCLT Workshop Survey Results). In 2020, FCLT partnered with the Academic Support and Achievement Center (ASAC) to develop the Canvassador Program, a student outreach service for students to learn Canvas navigation through training videos and instruction to benefit their learning experience (III.C.4.9 Canvassador Training). Active Learning Modules

promote a positive online learning experience alongside real-time technical support to provide students access to learning about Canvas features (III.C.4.10 Canvassador Infographic; III.C.4.11 Canvassador Online Learning Survey; III.C.4.12 Canvassador Program). Through the mandatory New Student Orientation, Student Services provides instruction and support for student use of the Mt. SAC Portal for registration and the Mountie Academic Plan for online degree planning. In 2021, 15,423 students attended orientation, and 8,484 completed a Mountie Academic Plan (III.C.4.13 Orientation Data). Trained personnel at campus computer labs instruct students in using hardware and software (III.C.4.14 ASAC Staffing).

IT Business Analysts (BAs) provide functional and instructional support for classified professionals and administrators by analyzing departmental processes and recommending leveraging technology to improve internal operations. BAs provide functional support to classified professionals through IT consulting services, such as Business Process Guides (BPGs), Business Process Modeling Notation (BPMN), system implementations, and application support. BPGs provide a detailed explanation of a department's internal processes and integrated applications to help classified professionals perform their tasks efficiently and effectively (III.C.4.15 BGP AIME; III.C.4.16 BGP SCE). IT Computer Facilities Assistants also provide instructional support services for faculty and students using technology specific to their assigned discipline.

Students and classified professionals can receive instruction and support from the Mt. SAC IT Help Desk. The SCE Student Online Support (SOS) team offers live, one-on-one support to noncredit students who need help with technology and/or have questions concerning the Mt. SAC portal, Canvas, Zoom, and SCE application (II.C.1.6 SCE Student Online Support). To evaluate the technology needs of faculty, classified professionals, administrators, and students, the IT Department routinely distributes a Help Desk survey to random users (III.C.1.13 Help Desk Survey). Assessment of technology services and training is also supported through POD's workshop evaluation data and annual training surveys (III.C.4.17 IT Training Evaluation Data). At the institutional level, ITAC reviews and updates the TMP, aligning it with the College's mission, operations, programs, and services.

Analysis and Evaluation

Mt. SAC provides appropriate instruction and support for faculty, classified professionals, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Mt. San Antonio College maintains policies and procedures to guide faculty, classified professionals, students, and administrators through the appropriate and safe use of a wide range of information. Applicable Board Policies (BPs) and Administrative Procedures (APs) are listed below and are published on the Mt. SAC Board of Trustees website:

- BP 3310 (II.C.8.1 BP 3310 Records Retention and Destruction)
- AP 3310 (II.C.8.2 AP 3310 Records Retention and Destruction)
- AP 3450 (III.C.5.1 AP 3450 Accessibility of Audiovisual Media – Captioning)
- AP 3445 Accessibility of Electronic Media (III.C.5.2 DLC Minutes Feb 2019; III.C.5.3 AP 3445 Draft v9)
- BP 3720 (III.C.5.4 BP 3720 Computer Use)
- AP 3720 (I.C.10.8 AP 3720 Use of Technology and Information Resources and Employee Acceptable Use Agreement)
- BP 3721 (III.C.5.5 BP 3721 Information Security)
- AP 3721 (III.C.5.6 AP 3721 Information Security)
- AP 4105 (I.C.8.8 AP 4105 Distance Learning)
- AP 4233 (III.C.5.7 AP 4233 Security of Grade Records)
- BP 5040 (II.C.8.3 BP 5040 Student Records, Directory Information, and Privacy)
- AP 5040 (II.C.8.4 AP 5040 Student Records, Directory Information, and Privacy)
- AP 5043 (II.C.8.6 AP 5043 Use of Social Security Numbers)
- AP 5142 (III.C.5.8 AP 5142 Students with Disabilities — Accessibility of Multimedia Material: Captioning)
- AP 5310 (I.C.7.5 AP 5310 Student Bill of Rights)

During onboarding, all employees certify agreement with AP 3720 (III.C.5.9 AP 3720 Signature Page). Acceptable use policy content is reinforced with employees at each login and is required of students when logging into campus computers (III.C.5.10 Login Screen). Policies and procedures are publicized in documentation given to students in computer labs and centers (III.C.5.11 Center Communication).

Analysis and Evaluation

Mt. San Antonio College implements Board Policies and Administrative Procedures that address the appropriate application, distribution, and use of technology in the teaching and learning process. Policies and procedures are published and communicated in various modalities.

Conclusions on Standard III.C: Technology Resources

Mt. San Antonio College provides appropriate and adequate information technology services, professional support, facilities, hardware, and software supporting the College's operations and mission. The IT department is primarily responsible for technology infrastructure, inventory, hardware, software, and database support systems. In addition to the regularly scheduled technology maintenance and upgrades, the College identifies technological needs to allocate resources to support student learning and instruction through its integrated PIE program review and evaluation processes. Faculty, classified professionals, students, and administrators are offered technology training through the collaboration of the IT Helpdesk, FCLT, POD, and California Community Colleges Vision Resource Center. Furthermore, Board Policies and Administrative Procedures guide the safe use of technology on campus.

Improvement Plan(s)

None

Evidence List

III.C.1

- III.C.1.1 IT Organizational Chart
- I.B.9.3 Technology Master Plan
- III.C.1.2 PC Report Feb 2022
- III.C.1.3 ITAC Minutes 3-7-22
- III.C.1.4 ITAC Report to PAC 3-9-22
- III.C.1.5 ASAG Minutes March 2022
- III.C.1.6 PIE EAS 20-21
- III.C.1.7 PIE Infosec 20-21
- III.C.1.8 IT Committee Membership
- III.C.1.9 Change Management
- III.C.1.10 TechStat June 2022
- III.C.1.11 Mt. SAC Disaster Recovery Plan
- III.C.1.12 Asset Inventory Sample
- III.C.1.13 Help Desk Survey
- III.C.1.14 Technology BS Histotechnology
- I.A.3.13 Histotechnology Implementation Workgroup
- III.C.1.15 Computer Labs
- III.C.1.16 Standards Labs
- III.C.1.17 Standard Telcom Room
- III.C.1.18 Standard Cabling Horizontal
- III.C.1.19 Standard Cabling BackBone
- III.C.1.20 Standard IT Construction
- III.C.1.21 IT Help Desk Hours
- III.C.1.22 FreshService Report
- III.A.14.10 Technology Training 2019-22
- III.C.1.23 IT Apps
- III.C.1.24 FCLT Website
- III.C.1.25 Student Hub
- III.C.1.26 ACCESS Minutes
- III.C.1.27 Working Remotely
- III.C.1.28 Student Laptop Loans
- III.C.1.29 Transition to Online
- III.C.1.30 MARCS Appt Use Report
- III.C.1.31 ASAC Appt Usage Report

III.C.2

- I.A.2.6 Strategic Plan
- I.B.9.3 Technology Master Plan
- III.C.2.1 Computer Replacement Program
- III.C.2.2 PIE Minutes May 2022
- III.C.2.3 Academic Technology PIE 21-22
- III.C.2.4 Wepa Project
- III.C.1.20 Standard IT Construction
- III.C.1.12 Asset Inventory Sample
- III.C.2.5 IT Inventory Asset Tracking DB

III.C.3

- I.B.9.3 Technology Master Plan
- I.B.9.19 ITAC Purpose and Function
- III.C.3.1 ASAG Minutes 9-20-22
- III.C.3.2 IT Budget Resources
- III.C.3.3 NRA Funded Projects
- III.C.3.4 Ethos IdP
- III.C.3.5 Cyber Liability Insurance
- III.C.3.6 Infosec Training May 2022
- III.C.3.7 MFA Video Training
- III.C.3.8 Phishing Simulation
- III.C.3.9 AUP Login
- III.C.3.10 Fraud Report
- III.C.3.11 CCC Fraud Collection
- III.C.1.11 Mt. SAC Disaster Recovery Plan

III.C.4

- III.A.14.4 Professional Development Plan
- III.A.14.3 PDC Committee
- III.A.14.21 CPDC Committee
- III.A.14.23 Classified Needs Analysis
- III.A.8.6 FPDC Membership
- III.A.14.26 MPDC Committee
- III.C.4.1 Microsoft Outlook Training
- III.C.4.2 PIE Training
- III.C.4.3 Banner 9 Nav Training
- III.C.4.4 Cyber Security Training
- III.C.4.5 Technology Training
- III.C.4.6 FCLT Resources and Services
- III.C.4.7 FCLT Synchronous Workshops
- III.C.4.8 FCLT Workshop Survey Results

- III.C.4.9 Canvassador Training
- III.C.4.10 Canvassador Infographic
- III.C.4.11 Canvassador Online Learning Survey
- III.C.4.12 Canvassador Program
- III.C.4.13 Orientation Data
- III.C.4.14 ASAC Staffing
- III.C.4.15 BGP AIME
- III.C.4.16 BGP SCE
- III.C.1.13 Help Desk Survey
- II.C.1.6 SCE Student Online Support
- III.C.4.17 IT Training Evaluation Data

III.C.5

- II.C.8.1 BP 3310 Records Retention and Destruction
- II.C.8.2 AP 3310 Records Retention and Destruction
- III.C.5.1 AP 3450 Accessibility of Audiovisual Media – Captioning
- III.C.5.2 DLC Minutes Feb 2019
- III.C.5.3 AP 3445 Draft v9
- III.C.5.4 BP 3720 Computer Use
- I.C.10.8 AP 3720 Use of Technology and Information Resources and Employee Acceptable Use Agreement
- III.C.5.5 BP 3721 Information Security
- III.C.5.6 AP 3721 Information Security
- I.C.8.8 AP 4105 Distance Learning
- III.C.5.7 AP 4233 Security of Grade Records
- II.C.8.3 BP 5040 Student Records, Directory Information, and Privacy
- II.C.8.4 AP 5040 Student Records, Directory Information, and Privacy
- II.C.8.6 AP 5043 Use of Social Security Numbers
- III.C.5.8 AP 5142 Students with Disabilities — Accessibility of Multimedia Material: Captioning
- I.C.7.5 AP 5310 Student Bill of Rights
- III.C.5.9 AP 3720 Signature Page
- III.C.5.10 Login Screen
- III.C.5.11 Center Communication

D. Financial Resources

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness. The Vice President of Administrative Services collaborates with constituents to effectively manage the budget through enrollment fluctuations, apportionment deficits, and ongoing operating expenditure increases. In 2021-22, expenditures in the unrestricted general fund totaled $243.2 million and $77.7 million in the restricted general fund. Instructional Salary Cost, related to student learning programs and services, has been over 50 percent of the Current Expense of Education in the Unrestricted General Fund, averaging 54.09 percent for the last five years (III.A.7.2 Average Percent of Current Expense of Education). Expenditures also include $62 million in the bond interest and redemption fund, $30.6 million in the capital project fund, $118.7 million in the general obligation bond fund, and $75.3 million in the student financial aid fund (III.D.1.1 CCSF-311 2021-2022 pp. 33-42).

The Vice President of Administrative Services, the President, and Board of Trustees ensure the College's revenues are sufficient to maintain and grow educational programs. Unrestricted general fund revenues increased from $203.5 million in 2017-18 to $245.3 million in 2021-22. Mt. SAC implemented the legislated Student-Centered Funding Formula (SCFF) in the fiscal year 2018-2019. As part of this implementation, the President provided a "how-to" Student Centered Funding Formula (SCFF) study session with President's Cabinet to ensure executive administrators understood the key components of the SCFF (III.D.1.2 SCFF Cabinet Study Session). The College made considerable progress in increasing revenues from $203.5 million in 2017-18 to $225.9 million in 2019-20 under this revised funding model (III.D.1.3 Average Reserves 2017-18 to 2022-23). Due to the pandemic, enrollment in community colleges decreased statewide, including Mt. SAC. The State offered an Emergency Conditions Allowance funding to maintain funding at the 2019-20 Full Time Equivalent Student (FTES) levels. Mt. SAC applied for this incentive and preserved FTES funding at the level of 2019-20 from 2019-20 to 2021-22 (III.D.1.4 Emergency Conditions Allowance).

Mt. SAC's integrated planning process supports the distribution of resources through the development, maintenance, allocation, reallocation, and enhancement of programs and services. The Vice President of Administrative Services leads the allocation and distribution of resources through the budget review and development process, which provides means for setting priorities for funding institutional improvements. This process is integrated with the Planning for Institutional Effectiveness (PIE) process. The PIE process includes specific planning goals and innovation for student learning driven by the Strategic Plan. Departments/units submit requests for new resources, including facilities and technology resources (I.B.9.1 Integrated

Planning Calendar). Resources for the modernization, expansion, alteration, and repair of existing facilities are allocated and prioritized as prescribed by Administrative Procedure (AP) 6610 (III.B.2.6 AP 6610 Facilities Project Prioritization). These requests are prioritized at several levels, from the units through the divisions/departments, until they reach the vice president level. They are ultimately presented and discussed with President's Cabinet, including the vice presidents' recommendations for funding. The President makes the final funding decision, which is communicated to the College and presented to the Board of Trustees for approval (I.B.6.19 Cabinet Action Notes 8-17-22).

The College consistently receives federal and state funding to maintain and enhance educational programs and services (III.D.1.5 2020-21 Adopted Budget; III.D.1.6 2021-22 Adopted Budget; III.D.1.7 2022-23 Adopted Budget). In 2021-2022, Mt. SAC received $87.9 million in grants and categorical programs (III.D.1.1 CCSF-311 2021-2022 p. 33). Soon after the pandemic began, the U.S. Department of Education awarded Mt. SAC $118.4 million in Higher Education Emergency Relief Funds (HEERF) (III.D.1.8 HEERF). The College invested these funds in student emergency grants, student laptops and hot spots, personal protective equipment, instructional materials and equipment, faculty training, compensation of essential workers, revenue loss recovery, campus safety operations, contact tracing, COVID-19 vaccines, mental health services, COVID-19 testing, and student debt relief (III.D.1.9 Tentative Budget Presentation 6-23-21 p. 16-22). The major sources of revenue that provide funding for facilities and equipment are State funds and bond funds ($353 million Measure RR and $750 million Bond Measure General Obligation (GO) (III.B.2.7 BOT Measure GO Issuance 7-14-21). The College carefully plans the issuance of bonds to provide sufficient funding for upcoming projects. Credit bond ratings are in very good standing, with an AA from Standard & Poor's and an Aa1 with Moody's, validating the financial stability of Mt. SAC (III.D.1.10 Rating Letters).

Board Policy (BP) 6300 ensures financial stability by requiring adequate internal controls. Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and College employees, and budget adjustments are made promptly whenever necessary (III.D.1.11 BP 6300 Fiscal Management). Despite the enormous hardship caused by the pandemic, the College consistently maintained its reserves above the 10 percent unrestricted general fund policy (III.D.1.12 BP 6250 Budget Management). From the fiscal year 2017-18 to 2021-22, Mt. SAC grew and innovated in its educational programs while maintaining an average year-end reserve balance of 26.37 percent (III.D.1.3 Average Reserves 2017-18 to 2022-23). The College recently received approval for a Bachelor of Science in Histotechnology. Mt. SAC's strong and projected financial position will provide sufficient resources to support this program's implementation and maintenance (III.D.1.13 Substantive Change Application BS Histotechnology p. 17).

Analysis and Evaluation

Mt. SAC's distribution of resources supports the development, maintenance, allocation, reallocation, and enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Mt. SAC effectively manages its budget regardless of enrollment fluctuations, continuous apportionment deficits, and ongoing operating expenditure increases. Through an integrated planning process, the

College distributes its resources to support the development, maintenance, allocation, and reallocation of programs and services.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Mt. SAC remains a financially healthy district due to a history of conservative financial policies, integration of institutional planning with strategic goals and fiscal management, and in-depth analysis and review of the outcomes through the program review process, Planning for Institutional Effectiveness (PIE). The College's mission and goals are the foundation for financial planning and are integrated with and support all College planning through the PIE process (I.B.4.9 Unit PIE Template). Every level of the College organization participates annually in PIE, including short-term and long-range plans. The PIE process includes the Unit, Manager, and President/Vice President PIE Reports that must follow the Budget Review and Development Guide for Resource Allocation (I.B.4.11 Budget Review and Development Guide pp. 3, 13). The PIE process is aligned to match the budget development process. The planning process is documented in the Strategic Plan (I.A.2.6 Strategic Plan). The PIE Committee and the Institutional Effectiveness Committee (IEC) oversee PIE and consist of representatives from all constituent groups (I.A.2.7 IEC Committee; I.A.2.9 PIE Committee Purpose and Function).

Campus committees and councils engage in an annual committee review process to align their functions with the College Mission and Strategic Priorities (III.D.2.1 Budget Committee Minutes 11-2-22). Board Policies and Administrative Procedures define budget management requirements to ensure financial stability. Unit leaders and administrators carefully review their current budget to determine necessary changes (III.D.2.2 2022-23 Budget Development Memo). The President and vice presidents prioritize new resource requests with their teams (III.D.2.3 ILT Agenda New Resources). The President's Cabinet then reviews prioritized new resource requests to ensure they support the achievement of one or more College Priorities. After the vice presidents make prioritization recommendations at President's Cabinet, the President makes final funding decisions (I.B.6.19 Cabinet Action Notes 8-17-22). These decisions are later presented to the Board of Trustees via annual budget approval or monthly approval of budget revisions. This process allows for openness and transparency (III.D.2.4 Board of Trustees Minutes 12-14-22).

The two major operational funds are the Unrestricted and Restricted General Funds for the 2022-23 budget of $452 million (III.D.2.5 2022-23 Adopted Budget Presentation p. 22). The major source of funding in the Unrestricted General Fund comes from the Student Centered Funding Formula. The sources of funding in the Restricted General Fund come from categorical programs and grants. The Grants Office oversees the application processes for grants and contracts for various College programs. It provides a quarterly report to the President's Cabinet and periodic reports to the Board of Trustees (III.D.2.6 Board Meeting 2-23-22 Grants Update Report). The Mt. SAC Foundation also supports students and the College with donations for

student scholarships, campus projects, and capital campaigns. With these additional sources of funds, the unrestricted general fund balance, and conservative fiscal practices, Mt. SAC continues its long history of sufficient cash flow and reserves to maintain stability. The College is also insured to maintain financial stability in accordance with Board Policy (BP)/Administrative Procedure (AP) 6540 to cover losses occurring to property, employees, and third-party liability. The College budget is sufficient for such instances where the College carries deductibles for losses to property and liability. During budget development, insurance rate increases are analyzed to allocate a sufficient budget based on negotiated insurance premiums (III.D.2.7 BP 6540 Insurance; III.D.2.8 AP 6540 Insurance). Mt. SAC established an irrevocable trust fund to pay for retiree health benefits. A third-party vendor conducts a biennial actuarial study to ensure that funding is adequate and to ensure the necessary reserves to pay outstanding liabilities (III.D.2.9 Actuarial Report 6-30-22).

Financial information is disseminated across the campus in a timely manner. One of the goals of the College Budget Committee, a governance committee composed of faculty, classified professionals, confidential staff, administrators, and student representatives, is to communicate effectively with the campus community (III.D.2.10 Budget Committee Minutes 6-1-22; I.B.7.18 Budget Committee). The Vice President of Administrative Services and Chief Compliance and College Budget Officer provide regular budget presentations to the Budget Committee, the President's Cabinet, and the Board of Trustees regarding the tentative and adopted budgets (III.D.2.5 2022-23 Adopted Budget Presentation). This information is then disseminated to all budget managers and appropriate employees (III.D.2.11 Email to Dean 2022-23 Adopted Budget). The College President also uses his weekly Cabinet Action Notes to disseminate information about budget matters (III.D.2.12 Cabinet Action Notes 12-13-22 p. 17). Budget transfer and reallocation information is presented for public review and comment in Board of Trustees agendas when appropriate (III.D.2.13 Board Agenda 11-9-22). Fiscal Services consistently sends e-mail messages to the College employee Listserv regarding year-end deadlines (III.D.2.14 2021-22 Fiscal Services Year-end Deadlines).

Analysis and Evaluation

Mt. SAC's Mission and Strategic Priorities are the foundation for financial planning that is integrated with and supports College planning. The College has policies and procedures to ensure sound financial practices. Appropriate financial information is disseminated in a timely manner.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Members of the Planning for Institutional Effectiveness (PIE) Committee assess the effectiveness of the PIE processes and procedures based on input from constituent groups (I.A.2.9 PIE Committee Purpose and Function). The PIE process and procedures are clearly defined for budget managers and unit member participants (III.D.3.1 PIE Process and Procedures). The

budget development calendar and guidelines are documented in Board Policy (BP) 6250which defines budget management and Administrative Procedure (AP) 6200 Budget Preparation (III.D.1.12 BP 6250 Budget Management; III.D.3.2 AP 6200 Budget Preparation). AP 6250 defines practices and processes, including appropriate codes and regulations (III.D.3.3 AP 6250 Budget Management). The Budget Committee, which includes widespread constituency representation from faculty, classified professionals, administrators, and students, develops and maintains the Budget Review and Development Guidelines as required in AP 6200 (I.B.4.11 Budget Review and Development Guide). Additionally, weekly President's Cabinet Notes allow employees to understand resource allocation processes (III.D.3.4 Cabinet Action Notes 7-13-21). Campus-wide constituencies (faculty, classified professionals, students, and administrators) have representation on the Budget Committee and the Institutional Effectiveness Committee (IEC) (I.A.2.7 IEC Committee; I.B.7.18 Budget Committee).

Analysis and Evaluation

All constituencies have opportunities to participate in the development of institutional plans and budgets. Mt. SAC clearly defines and follows its guidelines and processes for financial planning and budget development.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The institutional planning process at Mt. SAC reflects a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. The process begins in January as Fiscal Services starts to build the anticipated budget by projecting the personnel budget for regular employees (III.D.4.1 22-23 Budget Calendar). In February/March, when the College receives its final apportionment calculation of the previous year and first principal apportionment of the current year, Fiscal Services prepares preliminary revenue estimates for the tentative budget of the following fiscal year. On March 1, Fiscal Services distributes the status quo budget templates to budget managers with projected salaries for the next fiscal year (III.D.4.2 2022-23 Budget Template). Budget managers make the necessary adjustments in alignment with the budget allocated to their department. Budget managers at the unit level identify new resource needs, prepare supporting documentation, and include them in the PIE process, which is program review (III.D.4.3 PIE Administrative Services Fiscal Services Resource Unit p. 3).

According to the budget process, the President, in coordination with President's Cabinet, identifies new resource needs in anticipation of the New Resource Allocation (NRA) process. This process is discussed and decided at the President's Cabinet with resource allocation priorities established (III.D.4.4 22-23 NRA Priorities). NRA request summaries begin at the dean/director level. In consultation with faculty and classified professionals, recommended requests are prioritized at the President and vice president levels. The President and vice presidents present and recommend funding for prioritized requests, and the President makes the final funding

decision (III.D.4.5 Cabinet Action Notes 2-25-20). New resource requests are prioritized at all levels according to educational and operational needs and in alignment with the strategic plan and mission of the College. Members of the Budget Committee review and evaluate the process and make recommendations to the President's Advisory Council (PAC) to revise or update as necessary (I.B.4.11 Budget Review and Development Guide pp. 3, 18). Based on the Governor's May Revise budget, Fiscal Services prepares the budget scenarios that reflect the most recent revenue estimates and current fiscal condition. The current fiscal condition is evaluated by comparing the Adopted Budget with the Projected Actuals to determine the Projected Ending Fund Balance for the fiscal year (III.D.4.6 2021-22 Tentative Budget p. 1). President's Cabinet determines which revenue estimates will be used for the tentative budget (III.D.4.7 Budget Meeting 6-2-21; III.D.4.8 2021-22 Budget Comparison History).

The budget and resource allocation processes are flexible and adaptable. When additional sources of revenue are identified, the NRA process immediately begins. The immediate needs process allows funding when a sudden, one-time budget increase is needed to continue a critical mandated program or service (I.B.9.13 Immediate Need Request Form; III.D.4.9 Cabinet Notes 2-22-22). Administrative Procedure (AP) 6610 identifies a process to fund emergency or urgent facilities improvement and equipment replacement to address unforeseen or emergent conditions (III.B.2.6 AP 6610 Facilities Project Prioritization). The Tentative Budget and Adopted Budget are reviewed at the Budget Committee and PAC and are presented to and approved by the Board of Trustees annually, in June and September, respectively (III.D.2.5 2022-23 Adopted Budget Presentation). Constituent group leaders are represented on the Budget Committee and PAC and provide information and analysis to their respective groups (III.D.4.10 Budget Committee Packet 3-22-22). Once the Board of Trustees approves the budget, detailed information is available in the Banner System in real-time for individuals involved in institutional planning and operations (III.D.4.11 Banner System President's Office Budget and Expenditures).

Analysis and Evaluation

Mt. SAC planning reflects realistic assessments of the availability of financial resources, development of financial resources, partnerships, and expenditure requirements directly tied to resource allocation. Planning processes allow effective and appropriate responses to arising budget issues.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Mt. SAC has an internal control structure with appropriate control mechanisms to ensure the dissemination of information for sound financial decision-making. The College ensures oversight of revenue and expenditures through a process that includes multiple constituents, including faculty, classified professionals, administrators, and the executive team (III.D.1.11 BP 6300 Fiscal

Management). An annual budget presentation is made to the Board of Trustees (III.D.2.5 2022-23 Adopted Budget Presentation). The budget is prepared in accordance with Title 5 of the California Code of Regulations and with the California Community Colleges Budget and Accounting Manual (III.D.3.2 AP 6200 Budget Preparation; III.D.1.12 BP 6250 Budget Management). The General Fund supports the College's mission, educational plans, goals, and priorities. The College's budgetary process includes review and input from the College's Budget Committee, and the College's budgetary process allows for revisions and appropriation transfers, as needed by individual units within guidelines specified in Administrative Procedure (AP) 6200 and AP 6250 (III.D.3.2 AP 6200 Budget Preparation; III.D.3.3 AP 6250 Budget Management). After Board approval, the College uploads the final budget to the Banner Finance System. Administrators and their support staff are responsible for budgets and have 24/7 access to the budget system. The system includes various organizational levels of budget controls, expenditure approvals, and timely financial information for decision-making and reporting (III.D.4.11 Banner System President's Office Budget and Expenditures).

Financial officers consistently evaluate and improve the College's fiscal management practices with internal controls reviewed daily (e.g., separation of duties, custody of assets, reconciliation). For example, the College implemented the Questica Budget Software, which enables users to prepare their operating budgets and allows for the separation of duties and an organizational level of budget expenditure approval (III.D.5.1 Questica Budget Development Guide February 2022). This system provides accurate budget financial information while facilitating internal controls. The Fiscal Services Department audits and verifies the College's financial transactions and ensures that they are accurate, have appropriate managerial oversight, and follow the approved Fiscal Independence procedures as agreed with the Los Angeles County Office of Education (LACOE) (III.D.5.2 LACOE Approved Fiscal Independence; III.D.5.3 Fiscal Independence Oversight Report; III.D.5.4 Fiscal Independence Procedures). These procedures include a series of internal controls that the College must align for fiscal, budget, human resources/payroll, and fiscal management system processes, including oversight of the internal audit function for issuing payroll and commercial warrants. The College engages independent auditors to evaluate its finances annually, including internal control over financial reporting and tests, compliance with pertinent laws, regulations, contracts, and grant agreements. The College audit reports for the years ending June 30, 2020, 2021, and 2022, include unmodified audit opinions, demonstrating high integrity of fiscal management practices and internal controls (III.D.5.5 2019-20 Audit; III.D.5.6 2020-21 Audit; III.D.5.7 2021-22 Audit p. 108). This indicates an absence of deficiencies in the internal controls, such as material weaknesses or reportable conditions.

Analysis and Evaluation

The internal control structure at Mt. SAC assures financial integrity and responsibility by having appropriate control mechanisms. Dependable and timely information is widely disseminated for sound financial decision-making. The College regularly evaluates its fiscal management practices and uses the results to improve internal control systems.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Financial documents at Mt. SAC, including the budget, have a high degree of credibility and accuracy. The audit statements, which include unmodified opinions from the past three years, indicate that the institutional budget is an accurate reflection of institutional spending. In the auditor's assessment, the financial statements fairly present the finances of the College and are in accordance with accepted accounting principles (III.D.5.5 2019-20 Audit p. 113; III.D.5.6 2020-21 Audit p. 109; III.D.5.7 2021-22 Audit p. 108). Budget credibility with constituents begins with the Budget Committee, which evaluates College budget models (I.B.7.18 Budget Committee). In addition, the budget has a high degree of credibility and accuracy because the President, vice presidents, and other administrative support staff consistently plan and monitor the components of the Student Centered Funding Formula (SCFF). The Vice President of Administrative Services and the Chief Compliance and College Budget Officer develop assumptions for revenues and expenditures. The revenue budget is based on enrollment/Full Time Equivalent Students and budget information released by the Community College Chancellor's Office. Expenditure allocations, primarily comprised of salaries and benefits, include salary progression and cost-of-living adjustments. The expenditure budget includes new resource allocations, employer benefit rate increases, and other operating increases (III.D.1.7 2022-23 Adopted Budget pp. 18-19). Financial documents reflect the appropriate allocation and use of financial resources to support student learning programs and services. Resource allocations are based on the needs of each unit or department, as defined in the Planning for Institutional Effectiveness (PIE) process (I.B.6.20 PIE Manager Humanities Division 2019-20 p. 2).

Analysis and Evaluation

Financial documents at Mt. SAC have a high degree of credibility and accuracy and reflect the appropriate allocation and use of financial resources to support student learning programs and services. The College's audit statements indicate that the institutional budget is an accurate reflection of institutional spending.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

In accordance with Title 5 regulations, the College annually engages with external auditors to complete an audit of all funds, books, and accounts. The audit is performed in two comprehensive phases: interim and final fieldwork. After the final fieldwork, the auditors communicate potential audit findings to the Chief Compliance and College Budget Officer before issuing the audit draft report. This is intended to provide sufficient time to notify the Vice President of Administrative Services and work with the respective managers of the appropriate areas if an audit finding occurred. Once the College receives the audit draft, it evaluates, works on a corrective action plan, and responds promptly to any findings. The final audit report is

disseminated among constituent groups via Board of Trustees meetings (III.D.7.1 Meeting Board of Trustees 12-8-21 – Accept Audit Reports). Audit findings are also presented to the Institutional Effectiveness Committee (IEC) as part of the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Fiscal Report to ensure accountability and transparency. They are posted on the Fiscal Services website after they are presented to the Board of Trustees (III.D.7.2 2020-21 ACCJC Annual Fiscal Report item 17; III.D.7.3 IEC Minutes 3-14-21). Auditors follow up on implementing a corrective action plan for the next fiscal year. Over the last six fiscal years, the College has had only one audit finding in the fiscal year 2017-18. The College incorrectly awarded enrollment fee waivers to students (III.D.7.4 2017-18 Audit p. 117). After immediately correcting the error, the College implemented an independent eligibility determination process to ensure accuracy and validity (III.D.7.5 2018-19 Audit p. 120).

Analysis and Evaluation

The College's responses to external audit findings are comprehensive, timely, and communicated appropriately. Audit findings are reviewed with appropriate department managers who implement corrective actions as needed. External audit findings are reported to the campus constituents and the Board of Trustees annually in December.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Mt. SAC's internal controls are supported by a strong framework of core values, Board Policies (BP), Administrative Procedures (AP), fiscal independence standards, and federal, state, and local regulations. The College Integrity and Effective Stewardship core values demonstrate the level of commitment to ethical conduct (III.D.8.1 Mt. SAC Core Values). BP 6300 Fiscal Management establishes procedures to assure adequate internal controls exist (III.D.1.11 BP 6300 Fiscal Management). The College holds Fiscal Independence status under the oversight of the Los Angeles County Office of Education (LACOE). If at any time LACOE determines that the accounting controls of the College are inadequate, they may recommend to the Board of Governors that Fiscal Independence status be revoked the following fiscal year (III.D.8.2 BOG Approval Fiscal Independence 7-1-12 p. 3). LACOE's fiscal oversight is conducted based on accounting control standards prescribed by the California Community Colleges Board of Governors.

These standards mandate that the College avoid deficit balances in its funds, maintain a prudent reserve in its unrestricted general fund over the preceding five fiscal years, and makes only lawful and appropriate expenditures in carrying out the programs authorized by the governing board. They also require that personnel in accounting, budgeting, contracts, management information systems, internal audits, and procurement are adequate in number and skill level to administer programs, independent of detailed review by the county office of education, and to provide an internal audit function that assures adequate internal controls. These employees must also exercise independent judgment to assure the legality of transactions (III.D.8.2 BOG Approval Fiscal Independence 7-1-12 pp. 3-4).

Fiscal Services consistently evaluates Mt. SAC's financial internal controls and management processes. The results of the evaluations are used to improve fiscal management systems. For example, the COVID-19 pandemic made paper timesheet processing impractical. The Payroll department developed and implemented an electronic solution processing timesheet via spreadsheet/upload to the Banner system for approximately 1,700 temporary hourly employees. This implementation has resulted in fewer data entry errors, fewer late timesheets, less overall processing time, additional time for the campus departments to gather and submit data, and earlier detection of unprocessed hire documents (III.D.8.3 Mass Hourly Time Entry). Every fiscal year, Fiscal Services evaluates budgets versus actuals. The result of this analysis is used to effectively plan the following year's budget (III.D.1.7 2022-23 Adopted Budget p. 15).

Mt. SAC's internal control environment begins with leadership creating a culture that fosters ethical and responsible business behavior (III.D.8.4 Internal Controls Bond Measures Report). The external auditors evaluate and assess the internal controls annually. The audits demonstrate high integrity of fiscal management practices and internal controls. The College receives annual unmodified audit opinions, which means the financial statements are in accordance with accepted accounting principles, and auditors have found no deficiencies in the internal controls, such as material weaknesses or reportable conditions (III.D.5.7 2021-22 Audit p. 108).

Analysis and Evaluation

Mt. SAC's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and the assessment results are used for improvement.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Since 2017-18, Mt. SAC has enjoyed a healthy unrestricted general fund balance above 10 percent, the minimum amount required by Board Policy (BP) 6250 (III.D.1.12 BP 6250 Budget Management). This reserve ensures Mt. SAC's financial stability. The 2022-23 adopted budget projects an unrestricted general fund balance of $54.1 million, or 19.88 percent; the 2021-22 Fiscal Year (FY) ended with an actual unrestricted general fund balance of $60.4 million or 24.15 percent; and the 2020-21 FY ended with an actual unrestricted general fund balance of $65.2 million or 28.93 percent (III.D.1.6 2021-22 Adopted Budget). In 2022-23, the College will receive an additional $31.9 million in revenue, which, along with its healthy reserves, ensures the continuity of Mt. SAC's stability with sufficient resources for financial emergencies and unforeseen occurrences (III.D.1.7 2022-23 Adopted Budget pp. 23-24). The College maintains sufficient cash liquidity to respond to financial emergencies and avoid short-term borrowing by issuing Tax Revenue Anticipation bonds (TRAN). In the 2020-21 fiscal year, the College responded to the historic State cash deferrals, totaling for Mt. SAC $45.1 million (III.D.1.5 2020-21 Adopted Budget p. 3; III.D.9.1 Cash Balances). The College entered the downturn in a strong position with a fund balance of $62 million due to fiscal prudence. The College implemented budget reductions that avoided layoffs or furloughs of permanent employees and continued to

provide services to students. The College's strategies to avoid the anticipated fiscal shortfall included reductions of ongoing discretionary budgets, reductions of new resource allocations, the establishment of only essential hiring, and limiting the use of overtime and long-term hourly positions (III.D.1.5 2020-21 Adopted Budget p. 4).

Sources of revenue do not create any cash-flow difficulties, insurance is more than adequate to meet College needs, and reserves are sufficient to cover contingencies or emergencies. The College is required to purchase insurance in accordance with Board Policy (BP) and Administrative Policy (AP) 6540 to cover losses that occur to property, employees, and third-party liability (III.D.2.7 BP 6540 Insurance; III.D.2.8 AP 6540 Insurance). The College participates in joint power agreements (JPAs) for property and liability insurance with the Statewide Association of Community Colleges. It obtains excess insurance with the Schools Association for Excess Risk (SAFER) (III.D.9.2 Property Liability Insurance BOT 7-13-22). The College also participates in the Southern California Community Colleges District Joint Powers Agency (SCCCD-JPA) for workers' compensation insurance coverage, where the College has maintained representation on the board over the past six years (III.D.9.3 SCCCD-JPA Agenda 2-1-23).

Analysis and Evaluation

The College maintains sufficient cash flow and reserves to maintain financial stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to deal with financial emergencies and unforeseen occurrences.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Fiscal Services ensures effective oversight of finances by regularly reviewing overall expenditures for the entire campus. Every March, they electronically distribute the status quo budget templates to develop the budget for the following fiscal year (III.D.4.2 2022-23 Budget Template). This process provides administrators and unit leaders with a budget and expenditure comparative report, including three years of historical budget and expenditure data. Based on feedback from the budget managers, Fiscal Services prepares tentative and adopted budget reports, which are available 24/7 in the enterprise application system after the Board of Trustees approves the budgets. As mandated by Title 5 regulations, the Board of Trustees (BOT) annually approves the tentative budget in June and the adopted budget on or before September 15 (III.D.10.1 2022-23 Budget Adoption by Board of Trustees 9-14-22).

Mt. SAC uses multiple levels of oversight for issuing purchase orders and approving budget revisions, including a review by Fiscal Services with oversight of the BOT, ensuring the account has sufficient funds to approve expenditures. Appropriation transfers and budget revisions follow College policies and procedures (III.D.1.12 BP 6250 Budget Management; III.D.3.3 AP 6250 Budget Management). The BOT approves budget revisions monthly (III.D.10.2 Board of Trustees Minutes 12-14-22). The College's fiscal management adheres to Title 5 procedures, and its books

and records adhere to the California Community Colleges Budget and Accounting Manual. Board Policies and Administrative Procedures provide direction and lines of responsibility for the campus's fiscal management (III.D.1.11 BP 6300 Fiscal Management; III.D.10.3 AP 6300 Fiscal Management). The College prepares and delivers the Quarterly Financial Status Report (CCFS-311Q) containing the financial and budgetary situation of the general fund to the Board of Trustees as required by law (III.D.10.4 Quarterly Financial Status Report). The College also prepares and delivers the annual financial report (CCSF-311). This report is submitted to the California Community Colleges Chancellor's Office and distributed to all constituent groups (III.D.10.5 Email sending 311Qs and CCSF-311 to Faculty Association).

Due to the COVID-19 pandemic, the College was awarded $118.4 million in Higher Education Emergency Relief Funds (HEERF) (III.D.1.8 HEERF). The College developed guiding principles and a structure of internal controls to approve funding of expenditures, ensuring compliance with federal regulations (III.D.10.6 Budget Committee Minutes 5-6-20; III.D.10.7 2021-22 HEERF Request Form).

Mt. SAC's Financial Aid Office adheres to Title IV of the Higher Education Act. Policies and procedures are posted on the College website and sent to students directly (III.D.10.8 Financial Aid Policies Definitions). The audit of federal funds includes compliance with the financial aid process, which is jointly managed by Financial Aid, which oversees the awarding of financial aid and the reporting compliance process, and the Fiscal Services Department, which oversees the cash management process of financial aid, including drawdowns and remittance of funds to the third-party payment servicer. Evidence of effective oversight is demonstrated in the auditor's opinion for federal programs, including the HEERF program and other federal programs (III.D.5.7 2021-22 Audit p. 84, 100). The external auditors also audit the auxiliary services organization, which is an integral part of the College operations for the bookstore and dining services. The audits resulted in no findings, thereby attesting to the effective use of resources (III.D.10.9 2021-22 Mt. SAC Auxiliary Audit).

The Mt. SAC Foundation is a separate 501(c) legal entity with its own board of directors responsible for overseeing management, investments, and donor restrictions. The Foundation's purpose is to support Mt. SAC programs that enrich student's learning environment and educational experience. It is the primary fundraising entity that provides student scholarships and financing initiatives. The Foundation has annual external audits obtaining unmodified audit opinions for the last three years, demonstrating effective oversight of resources (III.D.10.10 Foundation Audit 2019 p. 2; III.D.10.11 Foundation Audit 2020 p. 2; III.D.10.12 Foundation Audit 2021 p. 2).

Analysis and Evaluation

Mt. SAC practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Mt. SAC's financial resources provide for an expectation of both short-term and long-term financial solvency. The Vice President of Administrative Services prepares multi-year revenue projections for decision-making and communicates with constituent groups to ensure financial stability (III.D.11.1 Cabinet Notes 4-19-22 item 3). The President's Cabinet plans for facilities maintenance and improvements through appropriate measures, such as the issuance of bonds. The status of current and future projects, which are the result of the College's integrated planning processes, is analyzed to determine the need for funds and the repayments of current and future obligations (III.D.11.2 Cabinet Notes 4-13-21 item 7).

The College provides health benefits for its retirees and manages the liabilities closely. Fiscal Services updated its actuarial study on retiree health liabilities on June 30, 2022 (III.D.11.3 Mt. SAC Actuarial 2022). This valuation is the basis of the audit report, which showed that the plan is 58.43 percent funded (III.D.5.7 2021-22 Audit p. 56). The state's two largest pension systems, the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS), have increased their contribution rates since 2013-14. The budget includes an irrevocable trust to address future payments (III.D.2.5 2022-23 Adopted Budget Presentation p. 26; III.D.11.4 STRS-PERS September 2022).

Analysis and Evaluation

The level of financial resources at Mt. SAC provides a reasonable expectation of both short- and long-term financial solvency. When making financial plans, the College assures financial stability by identifying, planning, and allocating resources for payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

In 2007, Mt. SAC established an irrevocable Government Accounting Standards Board (GASB) qualifying trust to fund its accrued liability for the College's Other Post-Employment Benefits (OPEB Trust) (III.D.12.1 OPEB Trust Resolution). The College makes an ongoing annual contribution of $2,500,000 to the OPEB Trust pursuant to a directive from the Mt. SAC Board of Trustees. The College made a $9,500,000 contribution to the OPEB in June 2022 (III.D.12.2 One-Time OPEB Contribution; III.D.1.7 2022-23 Adopted Budget p. 25). As required by GASB No. 75 Accounting and Financial Reporting for Post-Employment Benefits Other Than Pensions, the

College updated its actuarial study on retiree health liabilities on June 30, 2022 (III.D.11.3 Mt. SAC Actuarial 2022). The fiduciary net position as a percentage of the OPEB liability or funded ratio as of June 30, 2022, was 58.43 percent (III.D.5.7 2021-22 Audit p. 56).

The California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS) costs continue to increase. CalPERS employer rate increased from 11.4 percent in 2013-14 to 25.37 percent in 2022-23 (III.D.2.5 2022-23 Adopted Budget Presentation p. 26). To hedge against future obligations, the College holds an irrevocable trust for CalSTRS and CalPERS increases (III.D.12.3 STRS-PERS Trust Resolution). The College maintains a vacation liability account for payment of compensated absences based on past service. This account is reviewed every year, at year-end, by Fiscal Services, for compliance with GASB 16 accounting for compensated absences (III.D.1.7 2022-23 Adopted Budget p. 98).

Analysis and Evaluation

Mt. SAC plans for and allocates appropriate resources to pay liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and prepared as required.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Mt. SAC assesses the repayment of locally incurred debt instruments annually. The level of locally incurred debt as of June 30, 2022, is $1.4 million. This balance primarily includes the remaining principal debt of $437 million in Measure RR general obligation bonds (Election 2008), $558.6 million in Measure GO general obligation bonds (Election 2018), and $137.6 outstanding refunding bond debt. The bonds financed the repair, upgrade, acquisition, construction, and equipment of selected College property and facilities. The bond debt does not adversely impact the current and future obligations because the College's voter-approved unlimited property tax pledge secured these bonds' repayment. Los Angeles County levies, collects, and disburses the district's property taxes, including the portion restricted to pay the debt service on the general obligation bonds. The balance also includes the net pension liability of $159.2 million, which is the result of the recognition of the proportionate share of the California State Teachers' Retirement System and the California Public Employees' Retirement System pension expense (III.D.5.7 2021-22 Audit p. 24).

Analysis and Evaluation

Annually, Mt. SAC assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Mt. SAC ensures that financial resources are used with integrity and consistent with the intended purpose of the funding source by maintaining a chart of accounts in accordance with the California Community Colleges Budget and Accounting Manual, published by the California Community Colleges Chancellor's Office (III.D.14.1 Mt. SAC Chart of Accounts). This ensures the consistent reporting of all its restricted funds, including grants, with integrity. The College abides by Title 5 Regulations for Categorical Programs such as the Student Equity and Achievement Program, the Accessibility Resource Center, Extended Opportunity Programs and Services (EOPS), and CalWORKs, which have specific guidelines on how their respective funds may be spent (III.D.14.2 EOPS Guidance).

External auditors audit Mt. SAC's bond funds annually. The performance audits consistently state that the College expended proceeds of the bonds for the purposes approved in the voter-approved projects. The College aligns with Proposition 39 mandates and maintains a Citizens' Oversight Committee (COC) primarily responsible for ensuring proper expenditure of bond funding for campus construction, reconstruction, rehabilitation, or replacement of campus facilities, and informing the public concerning the expenditure of bond proceeds (III.B.2.9 COC Purpose and Function; III.D.14.3 Bond Performance Financial Audits). Mt. SAC adheres to the Governmental Accounting Standards Board (GASB) statements when planning long-term fiscal resources such as California Public Employees' Retirement System and California State Teachers' Retirement System retirement benefits and Other Post-Employment Benefits (OPEB) for retirees' healthcare benefits. An OPEB actuarial report is prepared every two years to align with GASB requirements (III.D.2.9 Actuarial Report 6-30-22). Mt. San Antonio College Auxiliary Services is a separate organization that oversees the dining services and bookstore operations currently outsourced to Sodexo and Barnes and Noble. Auxiliary Services engages external auditors annually, and reports reflect unmodified audit opinions which demonstrate the integrity of the use of financial resources (III.D.10.9 2021-22 Mt. SAC Auxiliary Audit p. 1). The Mt. SAC Foundation provides support with fundraising activities for College programs and scholarships. The Foundation also engages an external auditor annually, consistently obtaining unmodified audit opinions, demonstrating the integrity of the use of financial resources (III.D.10.12 Foundation Audit 2021 p. 2).

Analysis and Evaluation

All of Mt. SAC's financial resources, including short- and long-term debt instruments such as bonds and Certificates of Participation, auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher

Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College monitors and manages student loan default rates, revenue streams, and assets. Mt. SAC's Cohort Default Rate decreased during 2017 to 2019 by 6.1 percent to 4.2 percent (III.D.15.1 NSDL Official Cohort Default Rates). Mt. SAC's annual Cohort Default Rates remain within federal guidelines. The rates are below the Department of Education's monitoring level, and the College has not been asked for a detailed Default Prevention Plan and U.S. Department of Education Audits/reports (III.D.15.2 2019-20 FISAP; III.D.15.3 2020-21 FISAP; III.D.15.4 2021-22 FISAP). Mt. SAC recognizes the benefits of default prevention efforts. Thus, the College has a financial literacy program for its students as part of its efforts with default prevention. Some of these efforts include continued exit loan counseling, monthly review of delinquency reports, and periodic briefings with consultants provided by the California Community Colleges Chancellor's Office to project future cohort default rates with real data. A financial aid specialist, in collaboration with the Financial Aid management team, is responsible for default prevention and provides student interventions such as workshops offered to prevent the default rate from increasing (III.D.15.5 Student Loan Borrower Updates Webinar). Mt. SAC's Financial Aid Office adheres to Title IV of the Higher Education Act. Policies and procedures are posted on the College website and sent to students directly (III.D.10.8 Financial Aid Policies Definitions). The College also sends targeted communications to students to help them prepare for possible financial aid eligibility issues, such as a reminder when the student is in "Warning" status for Satisfactory Academic Progress, defining what this means, what the student needs to complete for the current term, and what the impact is for the subsequent term (III.D.15.6 Satisfactory Academic Progress).

Staff and Students Participating in Cash for College

Image Credit: Charles Tran

Analysis and Evaluation

The Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College's annual cohort default rates are within federal guidelines, and student interventions are provided to prevent the default rate from increasing.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Mt. SAC's Board Policies (BPs) and Administrative Procedures (APs) establish the authority to enter into contractual agreements and clearly identify which contracts can be approved under delegated authority (III.D.16.1 BP 6340 Contracts; III.D.16.2 AP 6340 Bids and Contracts; III.D.16.3 AP 6350 Contracts-Construction; III.D.16.4 AP 6360 Contracts-Electronics Systems and Materials; III.D.16.5 AP 6365 Accessibility of Information Technology; III.D.16.6 AP 6370 Contracts Personal Services). The Board of Trustees approves all contracts and contract amendments. BP 6150 designates specific administrators with the responsibility to sign contractual agreements. The Purchasing Department oversees all contracts on behalf of the College (III.D.16.7 BP 6150 Designation of Authorized Signatures). All contracts include indemnification and termination clauses to protect the College. BP and AP 2710 specify the College conflict-of-interest policy for Board members and employees that prohibits personal financial interest when entering in a contract for the College (I.C.14.2 BP 2710 Conflict of Interest; I.C.14.3 AP 2710 Conflict of Interest). The Facilities Advisory Committee reviews facilities-related contracts to ensure that new and renovated facilities are consistent with the Educational Facilities Master Plan developed to align with the College mission and to meet College Priorities (III.D.16.8 Facilities Advisory Committee Minutes 9-13-21).

Mt. SAC holds a variety of contractual agreements that range in depth and breadth from a single-use agreement for the use of a college facility to long-term professional service agreements and major construction contracts. For construction projects valued at $5,000 to $59,999, short-form contracts ensure compliance with applicable codes, safety policies, adequate supervision, material substitution, hazardous materials compliance, the standard of care, indemnification, termination provisions, and payment and performance bond requirements (III.D.16.9 Construction Filed Contract $5,000 to $24,999; III.D.16.10 Construction Field Contract $25,000 to $59,999). For publicly bid construction contracts over $59,999, extensive contract general conditions and special conditions ensure compliance with applicable codes, safety policies, adequate supervision, material substitution, hazardous materials compliance, and standard of care. Contract documents are periodically reviewed and updated with support from legal counsel. Project-specific contract documents used for special projects such as design-build, energy projects, and lease-leaseback agreements for professional services such as construction management and architectural and engineering services include specific

terms and conditions to ensure compliance with the College mission, internal policies and with applicable codes and best practices (III.D.16.11 Exhibit A - Agreement Master; III.D.16.12 Exhibit B - Architectural Agreement T&Cs; III.D.16.13 Exhibit C - Project Assignment Master).

Analysis and Evaluation

Contractual agreements with external entities are consistent with the mission and goals of Mt. SAC, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the College and the quality of its programs, services, and operations.

Conclusions on Standard III.D: Fiscal Resources

Mt. SAC effectively uses its financial resources to achieve its mission and improve institutional effectiveness. The College is fiscally responsible and stable, as evidenced by the reserve fund balance, annual audit reports, internal controls, and financial planning. Fiscal management is transparent and aligns with the College's mission and goals for student learning. Long-term planning, in consultation with financial experts, ensures that liabilities are identified and funded annually.

Improvement Plan(s)

None

Evidence List

III.D.1

- III.A.7.2 Average Percent of Current Expense of Education
- III.D.1.1 CCSF-311 2021-2022 pp. 33-42
- III.D.1.2 SCFF Cabinet Study Session
- III.D.1.3 Average Reserves 2017-18 to 2022-23
- III.D.1.4 Emergency Conditions Allowance
- I.B.9.1 Integrated Planning Calendar
- III.B.2.6 AP 6610 Facilities Project Prioritization
- I.B.6.19 Cabinet Action Notes 8-17-22
- III.D.1.5 2020-21 Adopted Budget
- III.D.1.6 2021-22 Adopted Budget
- III.D.1.7 2022-23 Adopted Budget
- III.D.1.1 CCSF-311 2021-2022 p. 33
- III.D.1.8 HEERF
- III.D.1.9 Tentative Budget Presentation 6-23-21 p. 16-22
- III.B.2.7 BOT Measure GO Issuance 7-14-21
- III.D.1.10 Rating Letters
- III.D.1.11 BP 6300 Fiscal Management
- III.D.1.12 BP 6250 Budget Management
- III.D.1.13 Substantive Change Application BS Histotechnology p. 17

III.D.2

- I.B.4.9 Unit PIE Template
- I.B.4.11 Budget Review and Development Guide pp. 3, 13
- I.A.2.6 Strategic Plan
- I.A.2.7 IEC Committee
- I.A.2.9 PIE Committee Purpose and Function
- III.D.2.1 Budget Committee Minutes 11-2-22
- III.D.2.2 2022-23 Budget Development Memo
- III.D.2.3 ILT Agenda New Resources
- I.B.6.19 Cabinet Action Notes 8-17-22

- III.D.2.4 Board of Trustees Minutes 12-14-22
- III.D.2.5 2022-23 Adopted Budget Presentation p. 22
- III.D.2.6 Board Meeting 2-23-22 Grants Update Report
- III.D.2.7 BP 6540 Insurance
- III.D.2.8 AP 6540 Insurance
- III.D.2.9 Actuarial Report 6-30-22
- III.D.2.10 Budget Committee Minutes 6-1-22
- I.B.7.18 Budget Committee
- III.D.2.11 Email to Dean 2022-23 Adopted Budget
- III.D.2.12 Cabinet Action Notes 12-13-22 p. 17
- III.D.2.13 Board Agenda 11-9-22
- III.D.2.14 2021-22 Fiscal Services Year-end Deadlines

III.D.3

- I.A.2.9 PIE Committee Purpose and Function
- III.D.3.1 PIE Process and Procedures
- III.D.1.12 BP 6250 Budget Management
- III.D.3.2 AP 6200 Budget Preparation
- III.D.3.3 AP 6250 Budget Management
- I.B.4.11 Budget Review and Development Guide
- III.D.3.4 Cabinet Action Notes 7-13-21
- I.A.2.7 IEC Committee
- I.B.7.18 Budget Committee

III.D.4

- III.D.4.1 22-23 Budget Calendar
- III.D.4.2 2022-23 Budget Template
- III.D.4.3 PIE Administrative Services Fiscal Services Resource Unit p. 3
- III.D.4.4 22-23 NRA Priorities
- III.D.4.5 Cabinet Action Notes 2-25-20
- I.B.4.11 Budget Review and Development Guide pp. 3, 18
- III.D.4.6 2021-22 Tentative Budget p. 1
- III.D.4.7 Budget Meeting 6-2-21
- III.D.4.8 2021-22 Budget Comparison History
- I.B.9.13 Immediate Need Request Form
- III.D.4.9 Cabinet Notes 2-22-22
- III.B.2.6 AP 6610 Facilities Project Prioritization
- III.D.2.5 2022-23 Adopted Budget Presentation
- III.D.4.10 Budget Committee Packet 3-22-22
- III.D.4.11 Banner System President's Office Budget and Expenditures

III.D.5

- III.D.1.11 BP 6300 Fiscal Management
- III.D.2.5 2022-23 Adopted Budget Presentation
- III.D.3.2 AP 6200 Budget Preparation
- III.D.3.3 AP 6250 Budget Management
- III.D.4.11 Banner System President's Office Budget and Expenditures
- III.D.5.1 Questica Budget Development Guide February 2022
- III.D.5.2 LACOE Approved Fiscal Independence
- III.D.5.3 Fiscal Independence Oversight Report
- III.D.5.4 Fiscal Independence Procedures
- III.D.5.5 2019-20 Audit
- III.D.5.6 2020-21 Audit
- III.D.5.7 2021-22 Audit p. 108

III.D.6

- III.D.5.5 2019-20 Audit p. 113
- III.D.5.6 2020-21 Audit p. 109
- III.D.5.7 2021-22 Audit p. 108
- III.D.1.7 2022-23 Adopted Budget p .18 and 19
- I.B.6.20 PIE Manager Humanities Division 2019-20 p. 2

III.D.7

- III.D.7.1 Meeting Board of Trustees 12-8-21 – Accept Audit Reports
- III.D.7.2 2020-21 ACCJC Annual Fiscal Report item 17
- III.D.7.3 IEC Minutes 3-14-21
- III.D.7.4 2017-18 Audit p. 117
- III.D.7.5 2018-19 Audit p. 120

III.D.8

- III.D.8.1 Mt. SAC Core Values
- III.D.1.11 BP 6300 Fiscal Management
- III.D.8.2 BOG Approval Fiscal Independence 7-1-12 p. 3
- III.D.8.3 Mass Hourly Time Entry
- III.D.1.7 2022-23 Adopted Budget p. 15
- III.D.5.7 2021-22 Audit p. 108
- III.D.8.4 Internal Controls Bond Measures Report

III.D.9

- III.D.1.12 BP 6250 Budget Management
- III.D.1.6 2021-22 Adopted Budget
- III.D.1.7 2022-23 Adopted Budget pp. 23-24
- III.D.1.5 2020-21 Adopted Budget p. 3
- III.D.9.1 Cash Balances
- III.D.1.5 2020-21 Adopted Budget p. 4
- III.D.2.7 BP 6540 Insurance
- III.D.2.8 AP 6540 Insurance
- III.D.9.2 Property Liability Insurance BOT 7-13-22
- III.D.9.3 SCCCD-JPA Agenda 2-1-23

III.D.10

- III.D.4.2 2022-23 Budget Template
- III.D.10.1 2022-23 Budget Adoption by Board of Trustees 9-14-22
- III.D.1.12 BP 6250 Budget Management
- III.D.3.3 AP 6250 Budget Management
- III.D.10.2 Board of Trustees Minutes 12-14-22
- III.D.1.11 BP 6300 Fiscal Management
- III.D.10.3 AP 6300 Fiscal Management
- III.D.10.4 Quarterly Financial Status Report
- III.D.10.5 Email sending 311Qs and CCSF-311 to Faculty Association
- III.D.1.8 HEERF
- III.D.10.6 Budget Committee Minutes 5-6-20
- III.D.10.7 2021-22 HEERF Request Form
- III.D.10.8 Financial Aid Policies Definitions
- III.D.5.7 2021-22 Audit p. 84, 100
- III.D.10.9 2021-22 Mt. SAC Auxiliary Audit
- III.D.10.10 Foundation Audit 2019 p. 2
- III.D.10.11 Foundation Audit 2020 p. 2
- III.D.10.12 Foundation Audit 2021 p. 2

III.D.11

- III.D.11.1 Cabinet Notes 4-19-22 item 3
- III.D.11.2 Cabinet Notes 4-13-21 item 7
- III.D.11.3 Mt. SAC Actuarial 2022
- III.D.5.7 2021-22 Audit p. 56
- III.D.2.5 2022-23 Adopted Budget Presentation p. 26
- III.D.11.4 STRS-PERS September 2022

III.D.12

- III.D.12.1 OPEB Trust Resolution
- III.D.12.2 One-Time OPEB Contribution
- III.D.1.7 2022-23 Adopted Budget p25, p. 98
- III.D.11.3 Mt. SAC Actuarial 2022
- III.D.5.7 2021-22 Audit p. 56
- III.D.2.5 2022-23 Adopted Budget Presentation p. 26
- III.D.12.3 STRS-PERS Trust Resolution

III.D.13

- III.D.5.7 2021-22 Audit p. 24

III.D.14

- III.D.14.1 Mt. SAC Chart of Accounts
- III.D.14.2 EOPS Guidance
- III.B.2.9 COC Purpose and Function
- III.D.14.3 Bond Performance Financial Audits
- III.D.2.9 Actuarial Report 6-30-22
- III.D.10.9 2021-22 Mt. SAC Auxiliary Audit p. 1
- III.D.10.12 Foundation Audit 2021 p. 2

III.D.15

- III.D.15.1 NSDL Official Cohort Default Rates
- III.D.15.2 2019-20 FISAP
- III.D.15.3 2020-21 FISAP
- III.D.15.4 2021-22 FISAP
- III.D.15.5 Student Loan Borrower Updates Webinar
- III.D.10.8 Financial Aid Policies Definitions
- III.D.15.6 Satisfactory Academic Progress

III.D.16

- III.D.16.1 BP 6340 Contracts
- III.D.16.2 AP 6340 Bids and Contracts
- III.D.16.3 AP 6350 Contracts-Construction
- III.D.16.4 AP 6360 Contracts-Electronics Systems and Materials
- III.D.16.5 AP 6365 Accessibility of Information Technology
- III.D.16.6 AP 6370 Contracts Personal Services
- III.D.16.7 BP 6150 Designation of Authorized Signatures
- I.C.14.2 BP 2710 Conflict of Interest
- I.C.14.3 AP 2710 Conflict of Interest
- III.D.16.8 Facilities Advisory Committee Minutes 9-13-21
- III.D.16.9 Construction Filed Contract $5,000 to $24,999
- III.D.16.10 Construction Field Contract $25,000 to $59,999
- III.D.16.11 Exhibit A - Agreement Master
- III.D.16.12 Exhibit B - Architectural Agreement T&Cs
- III.D.16.13 Exhibit C - Project Assignment Master

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.

A. Decision-Making Roles and Processes

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

Mt. San Antonio College (Mt. SAC) has a culture of collaboration built upon the foundation of the College's mission, vision, and core values, with well-established shared governance structures that encourage innovation among faculty, administrators, classified professionals, and students. Board Policy (BP) 3255 Participation in Local Decision-Making embraces the concept of participatory governance, with each constituency sharing responsibility and providing expertise in developing and recommending policies and procedures related to their specialized knowledge, as required by state regulations (I.B.7.3 BP 3255 Participation in Local Decision-Making). Administrative Procedure (AP) 3255 Participation in Local Decision-Making further establishes the participative processes and roles of College community members in making recommendations to the Board of Trustees to assure effective planning and implementation. Appointments to committees and councils are made by the Academic Senate, the California School Employees Associations (CSEA), the Associated Students, Management Steering, and the Faculty Association (FA) as directed by Title 5 (I.B.9.6 Shared Governance Charts). This policy includes general goals and operating principles for participatory governance, which act as ground rules for collegial and collaborative work (IV.A.1.1 AP 3255 Participation in Local Decision-Making).

The Mt. SAC President's Office Hours, open to the campus community multiple times each month, provide opportunities for constituents to share innovative ideas, current challenges, and potential opportunities (IV.A.1.2 Mt. SAC President/CEO Open Office Hours). The President's Office encourages innovation through the President's College Champion Awards for employees and the Presidential Student Sustainability Awards (IV.A.1.3 College Champions 2021). Student

Sustainability Awards are given in categories related to environmental, social, economic, or other forms of sustainability. Student participation in this competition stimulates cross-disciplinary innovation across several areas, including Arts/Media, Business/Design, Humanities/Social Sciences, and Student Leadership (IV.A.1.4 Presidential Student Sustainability Awards).

When ideas for improvement have a policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. From 2018-2020 the Academic Senate led an evaluation and reconfiguration of the Senate committee structure. A Senate Executive Board Task Force developed recommendations to enable data-informed decision-making through closer ties with research; to improve communication among academic support and other support programs and faculty; to increase student access to services; to support Open Educational Resources and other strategies to address textbook and material affordability; and to clarify the Academic Senate participatory governance structure and the process for communicating recommendations (IV.A.1.5 BOT Academic Senate Report 10-14-20). The recommendations led to the following four new committees: Guided Pathways Cross-Council Committee, Textbook and Instructional Materials Committee, Retention and Persistence Committee, and Mapping and Catalog Committee. Each of the new committees reports to the Student Persistence Equity and Achievement Council. A handful of work groups were discontinued or collapsed into existing committees, and two Senate committees were discontinued. Additionally, the cross-membership of reporting committees improved communication and recommendation workflow with the process for communicating recommendations reflected in the hierarchical structure (I.B.4.3 Academic Senate Committee Structure).

Faculty Engaged in an Academic Senate Meeting

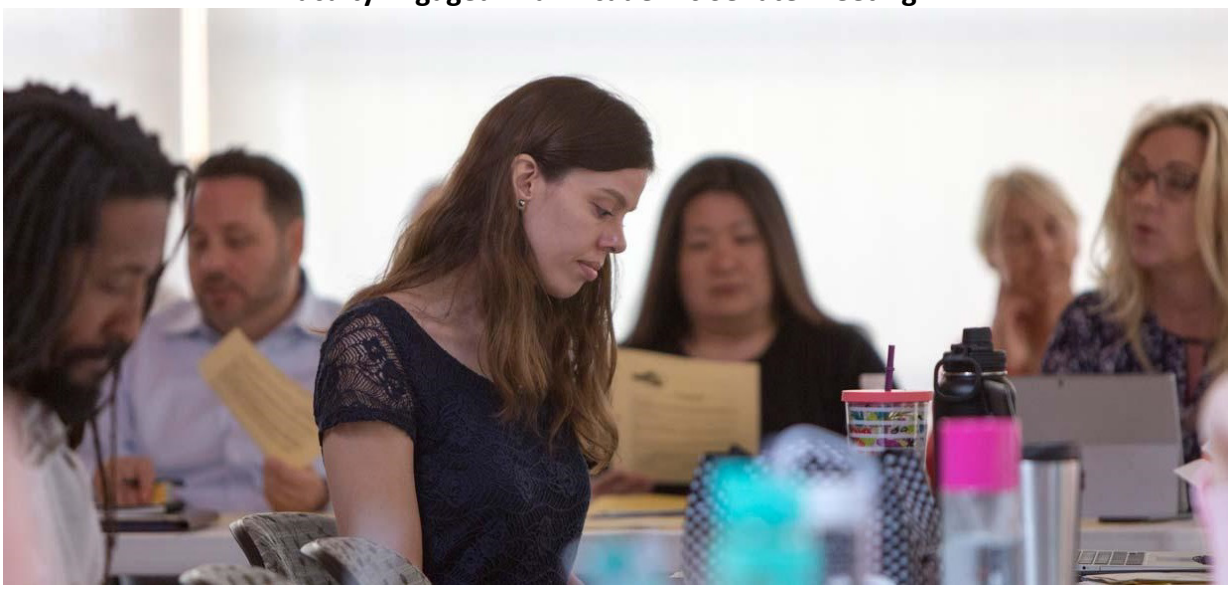

Image Credit: Mt. SAC Academic Senate

When the COVID-19 pandemic hit, Mt. SAC limited the disruption to learning by swiftly moving to remote instruction, relying upon existing shared governance structures established and

articulated in policy to support decision-making and collaborative problem-solving. During the pandemic, the curricular approval processes, procedures for courses offered through distance education, and training requirements for faculty who had yet to be certified to teach online were all developed collaboratively through shared governance committees. For example, through the collaboration and innovation of the Distance Learning Committee (DLC) and Curriculum & Instruction Council, recommendations for streamlining the approval process for distance learning courses were approved by Academic Senate and recommended to the Board of Trustees through the President (IV.A.1.6 DLC Recommendations; IV.A.1.7 Senate Resolution 2020-07).

The College continually focuses on integrating its multiple planning efforts within and across departments. The Strategic Plan was updated in 2022-23 to identify and support initiatives that align with College priorities and efforts for accomplishing those goals (IV.A.1.8 Mt. SAC Strategic Planning Priorities). The institutional planning body, President's Advisory Council (PAC), includes representatives from faculty, staff, management, and Associated Students. PAC assures the effectiveness of ongoing planning processes by reviewing and recommending institutional planning decisions and processes (I.A.4.4 PAC Purpose and Function). Biannual Expanded PAC meetings facilitated by the Institutional Effectiveness Committee (IEC) and focused on strategic planning provide a platform for sharing progress towards priorities, gathering input from constituency groups, and bringing together cross-campus expertise to improve planning (I.A.3.2 AP 3250 Institutional Planning).

The process of program review, called Planning for Institutional Effectiveness (PIE), is the annual mechanism for planning, evaluating, documenting accomplishments and challenges, and encouraging innovation. It is a collaborative, bottom-up review process providing opportunities for College employees to take the initiative to improve the practices, programs, and services in which they are involved (I.B.4.2 Process Map of Integrated Planning). The annual planning process begins at the unit/department level and moves through management to the executive level to shape institutional planning. Current unit PIEs, manager PIEs, vice president PIEs, and the President's PIE are posted on the IEC webpage (IV.A.1.9 IEC PIE Archives). The PIE process is guided by the PIE Committee, which makes recommendations to the IEC related to the implementation of program review, institutional planning and assessment, and evaluation and coordination of activities that improve institutional effectiveness (I.A.2.9 PIE Committee Purpose and Function). Recent program review process improvements include enhancements in the software user interface, updates to the planning processes, and workflow changes (I.B.9.1 Integrated Planning Calendar).

Analysis and Evaluation

Institutional leaders at Mt. SAC create and encourage innovation, leading to institutional excellence. They support all constituents in taking the initiative to improve the College's practices, programs, and services. Systematic participative processes assure effective planning and implementation when ideas for improvement have a policy or institution-wide implications.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Mt. SAC establishes and implements policies and procedures authorizing participation by administrators, faculty, and classified professionals in decision-making processes. Board Policy (BP) 3255 Participation in Local Decision-Making defines how governance committees, operational committees, and Academic Senate committees and task forces are structured to include appropriate representation by faculty, management, classified professionals, and students when matters within their purview are being considered. The annual review of committee purpose, function, and membership by the President's Advisory Council (PAC) provides a further opportunity to check for effective participation from all constituent groups (I.A.4.4 PAC Purpose and Function). Each participatory governance committee includes positions specified for student members as specified by Administrative Procedure (AP) 3255. Students are appointed by the President of Associated Students (AS) and participate as voting members of the committees where their insights and input are valued (I.B.7.3 BP 3255 Participation in Local Decision-Making; IV.A.1.1 AP 3255 Participation in Local Decision-Making).

As per AP 3255, task forces are assembled as needed to accomplish a specific charge by a specific date. If the task force's charge relates to students, the AS President appoints student members to join. For instance, the 2020-21 Student Trustee asked the President's Advisory Council to consider revising the campus smoking policy, and PAC initiated making Mt. SAC a smoke-free campus. The Smoke/Tobacco Free Campus Policy Workgroup included representatives of all constituency groups, including students and a community partner, Compadres for Tobacco Free LA County. The recommendations of the task force included an overhaul of the BP/AP 3565 to reflect Mt. SAC's commitment to providing a safe and healthy environment for students, employees, and visitors as a smoke, vapor, and tobacco-free environment (IV.A.2.1 BP 3565 Smoking on Campus; IV.A.2.2 AP 3565 Smoking on Campus).

Mt. SAC's commitment to effective planning and implementation is represented in its committee structure, with each committee's purpose and function clearly tied to the College's mission, priorities, and planning processes. The committee structure ensures the flow of communication and that recommendations are informed by accurate information (I.B.9.6 Shared Governance Charts). Three main types of committees within the Mt. SAC structure are Governance, Operational, and Academic Senate. Governance committees participate in short- and long-term global planning at the College and make recommendations about rules, procedures, direction, and processes (IV.A.2.3 Governance Committees List). Student representatives for College committees are recruited and appointed by Associated Students (IV.A.2.4 AS Chart of Student Representation on Committees). Some governance committees are advisory committees with compliance functions. For example, the Climate Commitment and Environmental Justice Committee is part of the required institutional structure of Second Nature's Climate

Commitment, of which the College is a signatory (III.B.2.20 CCEJC Purpose and Function Statement).

Operational committees participate in planning for departments or cross-department groups and make recommendations impacting campus projects and operations (IV.A.2.5 Operational Committee List). For example, the Basic Needs Committee is responsible for proposing recommendations and solutions regarding issues students face related to the lack of basic needs resources, including, but not limited to, housing, food, wellness (physical, emotional, and mental), hygiene, and transportation. Student committee members help the committee support best practices for reaching students in a respectful and empowering manner (IV.A.2.6 Basic Needs Committee).

Academic Senate committees make recommendations related to academic and professional matters. For example, the Curriculum and Instruction Council, the Educational Design Committee, and the Distance Learning Committee work together to review and forward all new and revised curricula to the Board of Trustees (IV.A.2.7 Board of Trustees Curriculum Items). Academic Senate committees and councils report to the full Academic Senate regularly. Academic Senate meets bi-monthly, and report outs are scheduled accordingly (IV.A.2.8 Sample AS Agenda Committee Reporting; I.B.1.5 Senate Minutes Report Out).

PAC is the primary planning body that strives to provide long-term stability and success for the institution. PAC is a forum to review and recommend College direction and focus consistent with the mission and goals. PAC members bring input forward from their constituency groups. Governance committees make regular reports, share data analysis and outcomes, and receive direction from PAC. For example, the Accreditation Steering Committee (ASC) reports on ongoing efforts to complete the Institutional Self-Evaluation Report, and the Professional Development Committee (PDC) keeps PAC apprised of issues and events within classified, faculty, and management professional development committees (IV.A.2.9 ASC Board Report; IV.A.2.10 PAC Minutes 5-11-22). Members of PAC bring recommendations from their representative Governance committees to be vetted and recommended to appropriate operational committees or units for action. If any constituency represented sees a need for their stakeholders to weigh in on a policy or procedure, the item is pulled and later returned to PAC with a recommendation from the concerned constituency or governance group. A demonstration of this process is evidenced in a recent discussion in PAC about the review of AP 3255 in which the Senate President discussed the conditions under which the Senate might pull the item for faculty review (IV.A.2.10 PAC Minutes 5-11-22). This process provides multiple opportunities for individuals to bring forward ideas and contribute to policy development and planning. Twice annually, Expanded PAC meets to review issues that impact the entire College; membership expands to members of the Budget Committee, the Institutional Effectiveness Committee, co-chairs from committees relevant to planning, and other constituent leaders (IV.A.2.11 Expanded PAC Presentation 4-27-22; IV.A.2.12 Expanded PAC Minutes 4-27-22).

AP 2410 guides the development and revision of policies and procedures, ensuring appropriate review and discussion by affected groups. Discussions at Academic Mutual Agreement Council

(AMAC) determine which APs and BPs under revision require mutual agreement and which are under the purview of the Academic Senate. AMAC includes the College President, Vice Presidents of Instruction, School of Continuing Education (SCE), and Student Services, and the Academic Senate President and Co-Vice Presidents. The classified unions, CSEA 262 and CSEA 651, and the Faculty Association determine if the proposed changes to policies and procedures are within the realm of collective bargaining or require negotiation for implementation (I.B.7.4 AP 2410 Process for Revision of APs or BPs; I.B.7.6 BP/AP Revision Process Chart).

Analysis and Evaluation

Mt. SAC is purposefully organized to gather input from all constituency groups in the ongoing decision-making processes of the College. Student participation is essential to ensuring shared governance is upheld.

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

The roles of administrators and faculty in institutional governance are established in Board Policy (BP) and Administrative Procedure (AP), ensuring consistent membership and balanced participation. Mt. SAC defines the substantive roles of administrators and faculty in institutional governance. Fiscal stability is supported through the substantial voice of administrators and faculty in planning and budget, as required in both AP and BP 3255, and is exercised by their service on councils and committees involved in planning, institutional policy review and development, and budget (I.B.7.3 BP 3255 Participation in Local Decision-Making; IV.A.1.1 AP 3255 Participation in Local Decision-Making). For example, in keeping with College policies and procedures, administrators, faculty, classified professionals, and students engage in discussions, contribute ideas, and collaborate collegially on the college's Budget Committee (IV.A.3.1 Budget Committee Agenda and Minutes). The Academic Senate is relied upon for leadership in academic and professional matters (IV.A.1.1 AP 3255 Participation in Local Decision-Making). The Academic Senate President makes recommendations approved by the full Academic Senate for faculty appointments for all committees, councils, task forces, and reassignments within this purview. Intersectional appointments of faculty and administrators on Academic Senate committees and the councils they report to support enhanced communication and follow-through in decision-making. For example, in supporting the development of an effective planning process, the Institutional Effectiveness Committee (IEC) includes both faculty and management leadership. It is responsible for institutional assessment, evaluation, and coordination of activities leading to the improvement of institutional effectiveness (I.A.2.7 IEC Committee).

The Faculty Association (FA) and Classified School Employees Association (CSEA) employee groups (CSEA 262 and CSEA 651) represent their constituencies on issues of working conditions. When the college faced constantly changing conditions and ever-evolving guidelines during the pandemic, the representative groups exercised their substantial voice, collaborating with the

district to develop agreements enabling the transition to online instruction. Accomplishing these agreements required each group to work in their defined role. Following the 10+1 outlined in AP 3255, the Academic Senate was responsible for delineating the necessary training to be provided for faculty in the transition, and the district funded additional support negotiated with the FA (IV.A.1.1 AP 3255 Participation in Local Decision-Making; IV.A.3.2 Faculty Side Letter).

Analysis and Evaluation

Administrators and faculty at Mt. San Antonio College maintain policies and procedures to ensure substantive and clearly defined roles in governance and substantial voices in policies, planning, and budget related to their areas of responsibility.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Mt. SAC's Academic Senate has established a robust and thorough curriculum approval process through Board Policy (BP) and Academic Procedure (AP) 4020 (I.B.4.15 BP 4020 Program, Curriculum, and Course Development; I.B.2.8 AP 4020 Program and Curriculum Development). Discipline faculty originate course content or modifications in the WebCMS curriculum system and submit them to their academic administrator for review and approval (IV.A.4.1 Flowchart for WebCMS). From this step, the curriculum proceeds to the shared governance curriculum committees (II.A.2.1 Curriculum Stages). The Academic Senate receives curriculum reports from the curriculum liaison, who co-chairs both Educational Design Committee (EDC) and Curriculum and Instruction (C&I). The Curriculum Liaison provides direction and information regarding curriculum items being presented to the Board of Trustees (I.B.2.8 AP 4020 Program and Curriculum Development; IV.A.4.2 Curriculum Liaison Description). Policies guiding the faculty's role in curriculum and program development are reviewed regularly (IV.A.4.3 C&I Agenda Review AP 4020).

As prescribed by California regulations such as Educational Code and Title 5, curriculum, educational program development, and policies regarding student preparation and success must include collegial consultation between administrators and faculty. As outlined in BP 3255, faculty are primarily relied upon, through the Academic Senate, for decisions and policies regarding curriculum and standards or policies regarding student preparation and success (I.B.7.3 BP 3255 Participation in Local Decision-Making). The curriculum recommendation process involves three Academic Senate committees: Distance Learning Committee (DLC), Educational Design Committee (EDC), and Curriculum and Instruction Council (C&I). Faculty have membership majority on these committees. EDC includes representation from each academic division, and C&I has faculty representatives serving in critical roles (Articulation Officer, Outcomes Coordinator, Curriculum Liaison, Academic Senate President, and one Senate Co-Vice President). Each committee includes critical academic administrators such as the Vice President of Instruction and the Dean of Enrollment Management (II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function). EDC does the technical review and makes recommendations to C&I. Distance

Learning amendments are required addendums to the Course Outline of Record and move from the DLC to EDC to C&I for local approval. C&I reviews curriculum and programs and directly recommends curriculum to the Board of Trustees and policy recommendations to the Academic Senate (I.B.2.8 AP 4020 Program and Curriculum Development; II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval).

Student learning programs (degrees and certificates) are approved similarly. Policy regarding degrees and certificates is included in BP 4100 Graduation Requirements for Degrees and Certificates, and AP 4100 Graduation Requirements further specify that the catalog must be updated annually to maintain accuracy (IV.A.4.4 BP 4100 Graduation Requirements for Degrees and Certificates; IV.A.4.5 AP 4100 Graduation Requirements; I.C.1.10 Catalog Review Process Timeline).

SCE High School Diploma Graduates Pose in Front of the Sophia B. Clarke Theatre

Image Credit: Tom Zasadzinski

Policies and procedures regarding student learning services are recommended through College committees and governance structures. These recommendations are made by Student Preparation, Equity, and Achievement Council (SPEAC), which receives recommendations from four subordinate committees: Assessment and Matriculation, Student Equity Committee, Retention and Persistence Committee, and Textbook and Instructional Materials Committee (I.A.3.6 SPEAC Purpose and Function). Each of these recommending bodies has memberships that are faculty majorities. Appointments are made considering faculty expertise in the committees' purviews. These committees also include relevant academic administrators, including the Vice President of Student Services, Dean of Counseling, Dean of Enrollment Management, Dean of Student Success and Equity, and Dean of Library and Learning Resources. The recommendations from the committees and council are considered by the Academic Senate and brought through Academic Mutual Agreement Council (AMAC), ensuring a thorough review of all policies and procedures by both faculty and academic administrators (I.B.4.3 Academic Senate Committee Structure). For example, the Textbook and Instructional Materials Committee

(TIMC) brought forth a recommendation to create an icon designation in the class schedule to identify courses whose instructional materials cost $40 or less, which was approved by SPEAC, Academic Senate, and AMAC (IV.A.4.6 TIMC Proposal for Low-Cost Designation).

The faculty and academic administrators assigned to the newly approved baccalaureate program in histotechnology have the responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program that will correspond to the current practices described above (IV.A.4.7 Histotechnology Faculty; IV.A.4.8 Mt. SAC Sub Change Addendum; I.A.3.13 Histotechnology Implementation Workgroup).

Analysis and Evaluation

Faculty and academic administrators at Mt. San Antonio College work within established policies, procedures, and well-defined structures to recommend curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College ensures appropriate and timely consideration of diverse perspectives, expertise, and responsibility through procedures articulated in Board Policy (BP) 3255, which states "…each constituency of the College that has responsibility and expertise in a particular area shall participate in the development of policies and regulations related to that area" (I.B.7.3 BP 3255 Participation in Local Decision-Making). Administrative Procedure (AP) 3255 further describes the college's general goals and operating principles of cooperation, trust, and shared values (IV.A.1.1 AP 3255 Participation in Local Decision-Making).

Committee purpose, function, and membership statements outline the diverse governance committee compositions in accordance with this practice (I.A.3.4 College Committees). Faculty, administrators, and classified professionals who sit on committees report to their respective teams maintaining robust communication and providing regular opportunities for peers to provide input on multiple issues being discussed across campus (I.B.1.5 Senate Minutes Report Out; IV.A.5.1 2023 FA Exec Board Minutes Demonstrating Reporting; IV.A.5.2 2023 262 CSEA Board Minutes Demonstrating Reporting; IV.A.5.3 PAC Management Rep Report to Management Steering). Faculty serving as committee chairs or co-chairs make regular reports to their representative body, either Student Preparation, Equity, and Achievement Council (SPEAC), the Academic Senate, or President's Advisory Council (PAC) (IV.A.5.4 PAC Minutes Demonstrating Reporting). Committee debates on actions under consideration regularly include robust communication and sharing of diverse views. For example, the SPEAC had a robust and productive discussion on the implications of full implementation of AB 705 following updates from the Chancellor's Office (IV.A.5.5 SPEAC Minutes 12-6-21).

Faculty, students, classified professionals, and administrators discuss and make timely determinations on curricular issues, including new and modified course and program approvals for credit, noncredit, and distance learning courses and programs. The Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I) complete regular assessments of curricular processes and include student representatives who participate in discussions and are voting members per the guidelines of AP 3255 (IV.A.1.1 AP 3255 Participation in Local Decision-Making). Academic Senate committees make recommendations related to academic and professional matters. The C&I, EDC, and the Distance Learning Committee (DLC) work together to review and forward all new and revised curricula to the Board of Trustees (IV.A.2.7 Board of Trustees Curriculum Items; II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function).

Student representatives on councils and committees also provide regular updates during Associated Students (AS) meetings and gather input from their constituents (IV.A.5.6 Associated Students Minutes 9-20-22). The Faculty Relations Senator of the AS attends and provides reports at all Senate meetings and reports to AS on Senate affairs (IV.A.5.7 Sample AS Student Report). Regular Instructional Leadership Team meetings include all academic managers (deans, associate deans, and directors). Partners from Student Services, including the Deans of Counseling and ACCESS/Wellness, are invited monthly (IV.A.5.8 ILT Agendas).

Analysis and Evaluation

At Mt. SAC, planning, policy, and curricular change occur annually. Policies are reviewed by PAC continuously as local, state, and national conditions require. The curriculum is developed, approved, and brought to the Board of Trustees regularly.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision-making at Mt. SAC are documented in Board Policy (BP) 3255 and Administrative Procedure (AP) 3255 (I.B.7.3 BP 3255 Participation in Local Decision-Making; IV.A.1.1 AP 3255 Participation in Local Decision-Making). Both BP and AP 3255 allow all constituency groups to participate in decision-making that aligns with their responsibility and expertise. Mt. SAC documents its decision-making in various communications distributed electronically to all campus constituencies. For example, the Board of Trustees announced and delineated the timeline for recruitment for our next College President/CEO via campus email (IV.A.6.1 President/CEO Recruitment). The College President regularly sends out Board Briefs that summarize action taken at the Board of Trustees meetings and Cabinet Action Notes that summarize action taken at the President's Cabinet (IV.A.6.2 Sample Board Briefs 2023; I.B.6.19 Cabinet Action Notes 8-17-22; IV.A.6.3 Agenda Review Sample Email). The Academic Senate communicates its meeting agendas via email to the college community and maintains a repository of agendas and minutes on BoardDocs and the College website (IV.A.6.4 Academic Senate BoardDocs Agendas; IV.A.6.5 Academic Senate BoardDocs Minutes). Each academic department can elect academic senators who relay information from Academic Senate meetings to their department meetings. Faculty without a department representative may choose to be

represented by a Senator-at-Large. The Senate maintains five Senator-at-Large positions, with one designated for part-time faculty (IV.A.6.6 Senators-at-Large). A verbal report is shared at monthly Classified School Employees Association (CSEA) 262 and CSEA 651 chapter meetings, including a summary of governance committees' actions and activities. CSEA 262 and CSEA 651 representatives return information to their respective departments from chapter meetings (IV.A.6.7 CSEA 262 Minutes 5-20-22; IV.A.6.8 CSEA 651 Reporting).

Analysis and Evaluation

The processes for decision-making at Mt. SAC and the resulting decisions are documented and communicated across the College.

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 and Mt. SAC's governance and decision-making policies, procedures, and processes are regularly evaluated through an annual review of committees. In the fall, each committee reviews its purpose, function, and membership and reflects upon the College Strategic Plan Priorities to craft annual committee goals. These goals are then reviewed in late spring to develop an end-of-year report on outcomes and accomplishments related to the established goals. The results of the committees' work are communicated in a completed outcomes report that summarizes progress on the previous year's goals and strategic outcomes (IV.A.7.1 ASC 2021-22 Goals and Strategic Outcomes Report). Committees also submit revised purpose and function statements each year, including current membership. Academic Senate committees submit purpose and function statements and goals through the Senate. Governance committee reports are reviewed and approved by President's Advisory Council (PAC) and reported in the President's Planning for Institutional Effectiveness (PIE) report. The goals and purpose and function documents keep the work of the college committees aligned with the priorities and objectives in the Strategic Plan. Memorandums are sent to committees from the President's Office to keep this process moving throughout the year (I.A.4.4 PAC Purpose and Function).

Procedures for the creation and revision of Board Policies (BPs) and Administrative Procedures (APs) are established in AP 2410 (I.B.7.4 AP 2410 Process for Revision of APs or BPs). Additions or revisions of BPs and APs may originate from any person or group on campus. The College uses these opportunities to review and make revisions, which go through a shared governance process for review. An example of a comprehensive evaluation of governance and decision-making policies and their efficacy includes the Fall 2022 Faculty Senate Taskforce, which reviewed and made recommendations for improving and updating AP 3255 Participation in Local Decision Making. These recommendations will be widely communicated through the Senate and to PAC, who will, in turn, review the recommendations and form a workgroup to revise the AP in 2023 (IV.A.7.2 Senate Taskforce Recommendations on Shared Governance BP/AP).

The current version of each BP and AP is posted on the website and contains the dates of revisions or the date of the most recent review if no change resulted from the review. Updates are posted on the website (II.C.8.8 BP-AP Website). President's Cabinet analyzes this input as the initial step in the process described in AP 2410 (I.B.7.4 AP 2410 Process for Revision of APs or BPs). PAC leads the review, coordination, and communication of policy and procedure revision. PAC agendas and minutes contain the substance of discussions and the process results. PAC members keep college constituents informed and involved. Agendas and minutes are posted on BoardDocs for easy access (IV.A.7.3 PAC Agendas/Minutes Webpage). Because the BPs and APs contain the college's governance and decision-making policies, procedures, and processes, this process ensures that BPs and APs are regularly evaluated to assure their integrity and effectiveness and are communicated to the College and the community. This process allows the College to discuss and debate areas needing strengthening and make appropriate changes (IV.A.7.4 PAC Minutes 3-23-22).

Analysis and Evaluation

At Mt. SAC, leadership roles are evaluated through an annual review of committees. Governance and decision-making policies, procedures, and processes are similarly evaluated for integrity and effectiveness.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Mt. SAC intentionally and systematically creates opportunities for innovative leadership, recognizing and including the voices of faculty, classified professionals, administrators, students, the governing board, and the community to promote student success, ensure fiscal stability, sustain high academic standards, and ensure continual institutional progress. A participatory governance framework ensures that diverse voices and perspectives are included in the decision-making process. Faculty, administrators, and classified professional members co-chair committees as appropriate to the committee's purpose and function. Grounded in a commitment to ensuring effective participatory governance, Mt. SAC regularly evaluates its practices and processes, modifying and adapting them to ensure continuous improvement. This provides the foundation from which campus constituents innovate, implement policies and practices, address challenges, and work collaboratively to support the diverse student population of Mt. SAC in a manner that promotes diversity, equity, inclusion, social justice, anti-racism, and accessibility.

Improvement Plan(s)

Mt. SAC recognizes the need to improve the systematic assessment and evaluation of governance processes. The Academic Senate established a workgroup in Fall 2022 to review BP and AP 3255 to provide an overarching evaluation and assessment of government structure and its efficacy. Workgroup recommendations will inform the revision of BP and AP 3255 to support the improvement of governance reporting, communication, and processes.

Evidence List

IV.A.1

- I.B.7.3 BP 3255 Participation in Local Decision-Making
- I.B.9.6 Shared Governance Charts
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.1.2 Mt. SAC President/CEO Open Office Hours
- IV.A.1.3 College Champions 2021
- IV.A.1.4 Presidential Student Sustainability Awards
- IV.A.1.5 BOT Academic Senate Report 10-14-20
- I.B.4.3 Academic Senate Committee Structure
- IV.A.1.6 DLC Recommendations
- IV.A.1.7 Senate Resolution 2020-07
- IV.A.1.8 Mt. SAC Strategic Planning Priorities
- I.A.4.4 PAC Purpose and Function
- I.A.3.2 AP 3250 Institutional Planning
- I.B.4.2 Process Map of Integrated Planning
- IV.A.1.9 IEC PIE Archives
- I.A.2.9 PIE Committee Purpose and Function
- I.B.9.1 Integrated Planning Calendar

IV.A.2

- I.A.4.4 PAC Purpose and Function
- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.2.1 BP 3565 Smoking on Campus
- IV.A.2.2 AP 3565 Smoking on Campus
- I.B.9.6 Shared Governance Charts
- IV.A.2.3 Governance Committees List
- IV.A.2.4 AS Chart of Student Representation on Committees
- III.B.2.20 CCEJC Purpose and Function Statement
- IV.A.2.5 Operational Committee List
- IV.A.2.6 Basic Needs Committee
- IV.A.2.7 Board of Trustees Curriculum Items
- IV.A.2.8 Sample AS Agenda Committee Reporting
- I.B.1.5 Senate Minutes Report Out
- IV.A.2.9 ASC Board Report
- IV.A.2.10 PAC Minutes 5-11-22
- IV.A.2.11 Expanded PAC Presentation 4-27-22
- IV.A.2.12 Expanded PAC Minutes 4-27-22
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- I.B.7.6 BP/AP Revision Process Chart

IV.A.3

- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.3.1 Budget Committee Agenda and Minutes
- I.A.2.7 IEC Committee
- IV.A.3.2 Faculty Side Letter

IV.A.4

- I.B.4.15 BP 4020 Program, Curriculum, and Course Development
- I.B.2.8 AP 4020 Program and Curriculum Development
- IV.A.4.1 Flowchart for WebCMS
- II.A.2.1 Curriculum Stages
- IV.A.4.2 Curriculum Liaison Description
- IV.A.4.3 C&I Agenda Review AP 4020
- I.B.7.3 BP 3255 Participation in Local Decision-Making
- II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function
- II.A.2.2 AmLa 80 DLC-EDC-CI Minutes Approval
- IV.A.4.4 BP 4100 Graduation Requirements for Degrees and Certificates
- IV.A.4.5 AP 4100 Graduation Requirements

- I.C.1.10 Catalog Review Process Timeline
- I.A.3.6 SPEAC Purpose and Function
- I.B.4.3 Academic Senate Committee Structure
- IV.A.4.6 TIMC Proposal for Low-Cost Designation
- IV.A.4.7 Histotechnology Faculty
- IV.A.4.8 Mt. SAC Sub Change Addendum
- I.A.3.13 Histotechnology Implementation Workgroup

IV.A.5

- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- I.A.3.4 College Committees
- I.B.1.5 Senate Minutes Report Out
- IV.A.5.1 2023 FA Exec Board Minutes Demonstrating Reporting
- IV.A.5.2 2023 262 CSEA Board Minutes Demonstrating Reporting
- IV.A.5.3 PAC Management Rep Report to Management Steering
- IV.A.5.4 PAC Minutes Demonstrating Reporting
- IV.A.5.5 SPEAC Minutes 12-6-21
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.2.7 Board of Trustees Curriculum Items
- II.A.2.3 C&I, EDC, DLC Members, Purpose, and Function
- IV.A.5.6 Associated Students Minutes 9-20-22
- IV.A.5.7 Sample AS Student Report
- IV.A.5.8 ILT Agendas

IV.A.6

- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.6.1 President/CEO Recruitment
- IV.A.6.2 Sample Board Briefs 2023
- I.B.6.19 Cabinet Action Notes 8-17-22
- IV.A.6.3 Agenda Review Sample Email
- IV.A.6.4 Academic Senate BoardDocs Agendas
- IV.A.6.5 Academic Senate BoardDocs Minutes
- IV.A.6.6 Senators-at-Large
- IV.A.6.7 CSEA 262 Minutes 5-20-22
- IV.A.6.8 CSEA 651 Reporting

IV.A.7

- IV.A.7.1 ASC 2021-22 Goals and Strategic Outcomes Report
- I.A.4.4 PAC Purpose and Function
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- IV.A.7.2 Senate Taskforce Recommendations on Shared Governance BP/AP
- II.C.8.8 BP-AP Website
- IV.A.7.3 PAC Agendas/Minutes Webpage
- IV.A.7.4 PAC Minutes 3-23-22

B. Chief Executive Officer

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 President/Chief Executive Officer (CEO) of Mt. San Antonio College (Mt. SAC) has the primary responsibility for the quality of the institution. The President/CEO oversees strategic planning and initiatives, cultivates the campus community, organizes legislative implementation, and assures fiscal integrity and responsibility on behalf of the institution (IV.B.1.1 President/CEO Job Description; IV.B.1.2 President/CEO Job Announcement). The Board Policy (BP) on Institutional Planning designates the President/CEO ensure ongoing planning and evaluation (I.A.3.1 BP 3250 Institutional Planning). The Educational and Facilities Master Plan (EFMP) is the foundational planning road map, created on a 10-year cycle using extensive data analysis provided by the Office of Research and Institutional Effectiveness (RIE) and with direct input from faculty, classified professionals, administrators, students, and community members (I.A.2.5 EFMP Data Section). The EFMP is coordinated by a shared governance Master Plan Steering Task Force that solicits input from internal and external stakeholders and reports to the Board of Trustees (BOT) through President's Advisory Council (PAC) and President's Cabinet (IV.B.1.3 EFMP Participation; IV.B.1.4 BOT Agenda 2-3-18). An EFMP update and development timeline was presented to members of the Board of Trustees on November 12, 2022, and the process for updating has commenced in Spring 2023 (IV.B.1.5 Cabinet Notes 9-13-22; III.B.2.3 BOT Minutes 11-12-22 with EFMP Timeline).

As Chair of PAC, the President/CEO leads shared governance processes to guide policy development and ensure College priorities are met as part of the Strategic Plan per Academic Policy (AP) 3250 Institutional Planning (I.A.3.2 AP 3250 Institutional Planning). RIE provides institutional research to the Institutional Effectiveness Committee (IEC) as the Strategic Plan is being developed (I.A.2.6 Strategic Plan). Members of IEC evaluate the Planning for Institutional Effectiveness (PIE) program review process and gather information on the status of the College's Strategic Plan priorities and goals. IEC makes recommendations to PAC on modifications to the Strategic Plan. The President/CEO, along with IEC, leads a biannual Expanded President's Advisory Council (EPAC) to discuss recommendations on development, revision, and implementation of the Strategic Plan (IV.B.1.6 Cabinet Notes 11-9-21; I.B.1.19 EPAC Agenda 11-17-21; IV.B.1.7 Strategic Plan Priorities Listening Tour). Institution-set standards are communicated through ongoing processes, such as sharing the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report results in shared governance committees, including IEC and the Accreditation Steering Committee (ASC), with final approval by the President/CEO before submission to ACCJC (I.B.3.5 Approval of Annual Report).

BP 6100 Delegation of Authority delineates the President's role in oversight and implementation of business and fiscal procedures for the College (IV.B.1.8 BP 6100 Delegation of Authority). The President/CEO provides direction for the annual budget planning process through collaboration with the Vice President of Administrative Services and recommends approval of the annual

budget to the Board of Trustees (IV.B.1.9 President's Adopted Budget Message). The President/CEO ensures planning is linked to resource allocation which is documented in institutional planning and program review. Through the annual PIE process, analysis and summary of student learning data is reported at the multiple levels including the unit, department and manager level with resource needs identified and prioritized in alignment with the Strategic Plan and mission of the College (I.B.4.2 Process Map of Integrated Planning; I.B.9.1 Integrated Planning Calendar). President's Cabinet makes recommendations regarding funding of prioritized requests based on justification of need incorporating student learning data, then the President/CEO makes the final decision for resource allocation (I.B.4.11 Budget Review and Development Guide p. 13; I.B.9.12 Cabinet Notes 8-17-22). The Budget Committee, co-chaired by an Academic Senate-appointed faculty member and the Vice President of Administrative Services, reviews and evaluates these resource allocation processes and makes recommendations to PAC to revise or update as necessary (I.B.7.18 Budget Committee).

The President/CEO holds primary responsibility for selecting personnel (III.A.1.3 BP 7120 Recruitment and Hiring). Vice presidents bring prioritized staff position requests to the President/CEO in Cabinet meetings. The President's Cabinet makes the final determination of positions to fill and immediate need priorities (III.A.9.4 NRA Process; I.B.9.18 Cabinet Notes 7-5-22). The Academic Mutual Agreement Council (AMAC) prioritizes faculty positions using student learning data and input from Academic Senate, Instruction, Student Services, and School of Continuing Education (I.B.9.17 AP 7120 Recruitment and Hiring: Faculty). All new positions are documented in the PIE planning process, unless a position is state mandated, or an emergent need Arises. While AMAC prioritizes the order of requests submitted, the President/CEO determines the number of positions to fill. For management positions, the President/CEO appoints managers to hiring committees, and chairs the final interviews for the hiring of vice presidents and deans (III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.1.7 AP 7124 Recruitment and Hiring: Executive Management Employees). The President/CEO also supports comprehensive professional development for all personnel. The Professional Development Council (PDC) and the Faculty Professional Development Council (FPDC) collaborated to write BP and AP 7160 Professional Development (III.A.14.1 BP 7160 Professional Development; III.A.14.2 AP 7160 Professional Development). These policies and procedures ensure resources are dedicated to the enrichment of faculty, permanent classified professionals, and managers. The President/CEO encourages and incentivizes ongoing professional development continuity by dedicating resources in collective bargaining agreements and employment contracts (III.A.1.14 CSEA 651 CBA Article XVI).

In addition to ensuring RIE metrics and institution-set standards (ISS) progress are reported to the Board of Trustees and made publicly available through the College website, the President/CEO regularly communicates a focus on equitable student learning through weekly President's Cabinet emails (IV.B.1.10 Equity Focused Cabinet Notes). On faculty FLEX Days and Classified Professional Development Days, the President designates time during the Opening Sessions for accreditation and ISS updates (IV.B.1.11 FLEX Day Presentation Fall 2022; IV.B.1.12 CPD-Day Present Fall 2022). The President/CEO communicates to internal and external stakeholders regarding the College's priorities and achievements at Mt. SAC Foundation's semi-

annual President's Breakfast and through publications such as the Mt. SAC Magazine (IV.B.1.13 President's Breakfast 11-10-22; IV.B.1.14 Mt. SAC Magazine 2022). Additionally, the President/CEO works with the Vice Presidents of Instruction, Student Services, and School of Continuing Education to present at the biannual Master Planning Summits which bring together academic faculty, counselors, and administrators to assess educational practices and activities, detail the scope of campus planning, and engage leadership in new, innovative initiatives that support student learning (IV.B.1.15 Fall 21-Spr 22 Master Planning Summit). Institutional effectiveness is celebrated annually through the President's College Champion Awards for employees and the Presidential Student Sustainability Awards (IV.A.1.3 College Champions 2021; IV.A.1.4 Presidential Student Sustainability Awards).

Analysis and Evaluation

The Mt. SAC President/CEO has primary responsibility for the quality of the College. Evidence supports that the President/CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President/CEO plans, oversees, and evaluates an administrative structure organized and staffed to ensure the College achieves its mission and improves institutional effectiveness. College planning processes primarily occur through the President's Cabinet, composed of the vice presidents, and via the President's Advisory Council (PAC), which is composed of all campus constituency representatives (I.A.4.4 PAC Purpose and Function). The President/CEO serves as the chair of both President's Cabinet and PAC to gather information and input from constituencies and executive leaders to oversee the College activities and processes.

Board policies delegate authority over executive administration to the President/CEO who is empowered to delegate authority to oversee the organization and structure of the College (IV.B.2.1 AP 3100 Organizational Structure). The President/CEO oversees five main divisions of the College including Administrative Services, Human Resources, Instruction, Student Services, and School of Continuing Education. By delegation of the President/CEO, each division executive manager oversees their division which includes administrators, classified professionals, and faculty. Each of the academic and classified managers are assigned responsibilities and duties for the day-to-day oversight of programs and services (III.A.10.2 Mt. SAC Organizational Structure). The President/CEO leads the review of divisional organizational structure and modifications to ensure adequate staffing for the College's purpose, size, and complexity (IV.B.2.2 Cabinet Notes 1-18-22). The President/CEO holds regular meetings with the vice presidents to ensure the size, purpose, and complexities of the division meet the needs of the College (IV.B.2.3 Admin Services Reorganization). In addition, the President/CEO holds quarterly meetings with the entire management team on operational matters to achieve the College's goals and improve institutional effectiveness (IV.B.2.4 Management Staff Meeting 6-2-22).

Analysis and Evaluation

The institution has policies and procedures that allow for the delegation of authority from the President/CEO to administrators and others consistent with their roles and responsibilities. Institutional processes provide the President/CEO with information needed to ensure the administrative structure reflects the purposes, size, and complexity of the College.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The President/CEO, working with faculty, classified professionals, administrators, and students establishes a variety of processes that guide improvement of the teaching and learning environment. The President/CEO provides a summary and notes from Cabinet each week which is emailed to the entire College. Cabinet Notes can also be found on the College's website dating back to 2011 (IV.B.3.1 Cabinet Notes Announcement; IV.B.3.2 Mt. SAC Cabinet Notes Website). Cabinet Notes provide transparency in communicating the significant discussions and decisions made at the Cabinet level. As chair of the institutional planning body President's Advisory Council (PAC), the President/CEO collaborates with constituency representatives to establish the College's mission, vision, values, and priorities (I.A.4.4 PAC Purpose and Function; IV.B.3.3 PAC Mission Workgroup). The President/CEO communicates with members of PAC through meeting agendas and discussions, providing an opportunity to receive feedback and input from constituency members. The President/CEO considers input from PAC on diverse topics and issues, and these are memorialized in PAC agendas and minutes (IV.B.3.4 PAC Sample Minutes). An expansion of PAC called EPAC, which meets biannually, includes a larger campus group of representatives codified in AP 3250, comprising vice presidents, deans, faculty leaders, classified professional leaders, and student leaders, all of whom collaborate on the integrated strategic planning processes (I.A.3.2 AP 3250 Institutional Planning; IV.B.3.5 Expanded PAC Minutes 4-26-22). These convenings support and sustain collegial processes and relationships by the President/CEO.

The President/CEO regularly communicates the importance of building a data-informed campus culture with a focus on student learning. The Institutional Effectiveness Committee (IEC) and the Accreditation Steering Committee (ASC) are delegated the responsibility of making recommendations for College-level institutional performance standards (I.A.2.7 IEC Committee; IV.B.3.6 ASC Purpose and Function). The Office of Research and Institutional Effectiveness (RIE)

provides data and analysis on student achievement metrics. Based on this process, members of IEC set goals for metrics such as course success, persistence, and number of certificates and degrees awarded (I.B.3.4 ISS and Stretch Goal Revision; I.B.3.2 IEC Minutes ISS Discussion 3-23-22). The President/CEO and PAC receive institutional performance standards progress when the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Reports are presented (IV.B.3.7 PAC Report ISS 3-24-21). The President/CEO uses data analysis on institutional performance to guide the institution's goal setting for continuous institutional improvement of the teaching and learning environment. Regular reports to Cabinet from RIE, as well as quarterly reports from divisions and departments, provide the President/CEO with high quality research and analysis of external and internal conditions (IV.B.3.8 Cabinet Notes 9-27-22).

The importance of a data-informed evaluation process starts with Planning for Institutional Effectiveness (PIE), the process for both program review and resource allocation. Through the PIE process, departments and programs request resources that support and improve student learning and achievement in alignment with the mission of the college reflected in the strategic planning priorities (I.B.4.8 Resource Allocation Priorities Rubric). Resource requests resulting from the PIE analyses are prioritized by divisions through a multi-layered process and then are ranked at the Cabinet level based on available fiscal resources. The President/CEO ensures the allocation of resources to support learning and achievement (IV.B.3.9 Cabinet Budget Priorities). The New Resource Allocation, COVID Block Grant allocation processes, and faculty prioritization processes all require planning, assessment for need, and justification with data connecting planning with resource allocation (IV.B.3.10 Cabinet Notes 11-22-22).

The President/CEO ensures institutional planning processes, resource allocation processes, and student learning are linked. The College's integrated planning calendar demonstrates how annual institutional planning efforts coordinate to ensure allocation of resources supports and improves achievement and learning (I.B.9.1 Integrated Planning Calendar). Expanded PAC, an extension of PAC which includes administrators, faculty, classified professionals, and students, meets semi-annually to discuss the effectiveness of integrated planning (I.A.3.2 AP 3250 Institutional Planning; IV.B.3.11 Expanded PAC Minutes 4-14-21).

Analysis and Evaluation

Through established policies and procedures, the President/CEO guides improvement of teaching and learning using a collegial process that sets values, goals, and priorities. The President/CEO ensures the College sets institutional performance standards for student achievement based on high-quality research and analysis of conditions. The President/CEO also leads educational planning integration, ensuring resource planning and allocation to support student achievement and learning. Procedures have been put in place by the President/CEO to evaluate institutional planning and implementation to achieve the College mission.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies

at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President/CEO has primary responsibility to ensure the College complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) and those of other College programs that seek special accreditation (I.C.12.1 BP 3200 Accreditation). The President/CEO delegates leadership of ACCJC accreditation activities to the Vice President of Instruction, who serves as the accreditation liaison officer (ALO). The ALO and Faculty Accreditation Coordinators co-chair the Accreditation Steering Committee (ASC), composed of faculty, classified professionals, administrators, and students. Members of the ASC guide the progress and the processes related to accreditation (IV.B.3.6 ASC Purpose and Function). The President/CEO regularly reviews accreditation information and is provided updates at President's Cabinet and at President's Advisory Council (PAC) meetings by the Accreditation team (IV.B.4.1 Cabinet Notes 5-10-22; IV.B.4.2 ASC Update to PAC 6-8-22). Through Board of Trustee presentations and study sessions, the President/CEO ensures Board members are aware of accreditation roles, progress, and timelines (IV.B.4.3 Board Study Session 10-16-21). The President/CEO in collaboration with the ALO, accreditation faculty coordinators, and the ASC, engage faculty, classified professionals, and administrators in accreditation through reports at management meetings, FLEX days, email announcements, accreditation newsletters, and Classified Professional Development (CPD) Day and gathers feedback electronically, at open forums, and through listening sessions (IV.B.4.4 Management Staff Meeting 9-1-22; IV.B.4.5 Accreditation 2024 Webpage; IV.B.4.6 Accreditation Email; IV.B.4.7 Accreditation Newsletter; IV.B.4.8 Accreditation Open Forums; IV.B.4.9 ISER Comment Form; IV.B.4.10 ISER Review Listening Sessions).

Analysis and Evaluation

The President/CEO maintains primary responsibility for accreditation and ensuring that the College will meet or exceed requirements. Faculty, classified professionals, and administrators share the responsibility for compliance with accreditation standards.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

In accordance with Board Policies (BPs) 6100 and 2430, the Board of Trustees delegates authority to the President/CEO to carry out the College's policies, to ensure compliance with all relevant laws and regulations, and to specify administrative procedures essential to the implementation of policies, statues, laws, and regulations (IV.B.1.8 BP 6100 Delegation of Authority; IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO). The President/CEO prepares agenda items for Board meetings related to action and information matters and provides recommendations for revising BPs to meet statutes and regulations as well as provides background information for APs after receiving input at PAC meetings (IV.B.5.2 PAC

Minutes 5-27-20; IV.B.5.3 PAC Minutes 6-8-22; IV.B.5.4 Approval of BP 7400 Travel). The President/CEO ensures effective control of budget and expenditures by regularly reviewing budget allocations with the executive administrators through the resource allocation process. The President/CEO prioritizes budget requests based on careful consideration of the College's mission, Strategic Plan, and available resources (IV.B.5.5 Cabinet Notes 8-2-22). Additionally, the Vice President of Administrative Services co-chairs the Budget Committee, the primary governance body responsible for evaluating, developing, and recommending policies relating to budget planning, and provides updates to the President/CEO on budgetary issues at PAC (I.B.7.18 Budget Committee; IV.B.5.6 PAC Minutes 6-22-22).

Analysis and Evaluation

The President/CEO assures the implementation of statutes, regulations, and governing board policies and assures that practices are consistent with the College mission and policies, including effective control of budget and expenditures.

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

Evidence of Meeting the Standard

During the recent pandemic, the President/CEO regularly informed the College community through his Path to Recovery emails (IV.B.6.1 Path to Recovery Emails). The President/CEO hosts town hall meetings for the campus community to provide communication on critical topics and to gain campus-wide input (IV.B.6.2 Town Hall Meetings). FLEX Day and Classified Professional Development Day presentations by the President/CEO provide formal opportunities to inform faculty, classified professionals, and administrators of institutional updates. The President/CEO also holds monthly meetings with constituency group leaders to discuss items of importance and provide opportunity for follow-up and feedback (IV.B.6.3 Faculty Association Update). The President/CEO distributes weekly Cabinet notes to the campus community and hosts a quarterly management meeting to ensure regular and effective communication with managers (IV.B.6.4 Cabinet Notes 4-11-23; IV.B.6.5 Management Meeting 3-2-22). The President/CEO engages with and seeks input from staff and students through a variety of in-person activities and meetings, including hosting Open Office Hours, monthly Pizza with the President, President's Advisory Council (PAC) meetings, and the Associated Students Fall Leadership Conference (IV.A.1.2 Mt. SAC President/CEO Open Office Hours; IV.B.6.6 PAC Meeting 10-13-21; IV.B.6.7 Pizza with the President; IV.B.6.8 AS Leadership Conference).

The President/CEO meets with the community at the Mt. SAC Foundation's semi-annual President's Breakfast, and attends the Pomona-based Presidents' Club, which includes business, community, and education leaders (IV.B.6.9 President's Breakfast 4-27-22). The President/CEO regularly presents to the Mt. SAC Foundation Board of Directors, donors, and potential donors, and provides quarterly reports to the Citizens' Oversight Committee (COC) on important College initiatives and the impact of Measure GO-funded projects on student success (IV.B.6.10 Foundation Agendas; IV.B.6.11 Advancement Presentation; IV.B.6.12 COC Minutes 11-4-21). In addition, the President/CEO also serves as a board member of the San Gabriel Valley Economic

Partnership (SGVEP), including as chair, and is a member of the Los Angeles Regional Consortium (LARC) (IV.B.6.13 SGVEP Minutes; IV.B.6.14 LARC Minutes). The College's Director of Public Affairs reports directly to the President/CEO and assists in reporting out to the community (IV.B.6.15 Board Briefs).

Dr. Scroggins and Students during Pizza with the President

Image Credit: Robert Bledsoe

Analysis and Evaluation

Through presentations, emails, and reports the President/CEO ensures that communities served by the College are regularly informed about the institution.

Conclusions on Standard IV.B: Chief Executive Officer

The Mt. SAC President/CEO provides effective leadership in sustaining and improving academic quality, integrity, fiscal stability, and institutional effectiveness of the College. Through established policies and procedures, the President/CEO ensures the College follows statutes, regulations, and accreditation standards. The President/CEO delegates authority to administrators and others as consistent with their responsibilities, and effectively communicates decisions and vital information to the broad campus community through the participatory governance structure as well as through emails, presentations, townhalls, and reports.

Improvement Plan(s)

None

Evidence List

IV.B.1.

- IV.B.1.1 President/CEO Job Description
- IV.B.1.2 President/CEO Job Announcement
- I.A.3.1 BP 3250 Institutional Planning
- I.A.2.5 EFMP Data Section
- IV.B.1.3 EFMP Participation
- IV.B.1.4 BOT Agenda 2-3-18
- IV.B.1.5 Cabinet Notes 9-13-22
- III.B.2.3 BOT Minutes 11-12-22 with EFMP Timeline
- I.A.3.2 AP 3250 Institutional Planning
- I.A.2.6 Strategic Plan
- IV.B.1.6 Cabinet Notes 11-9-21
- I.B.1.19 EPAC Agenda 11-17-21
- IV.B.1.7 Strategic Plan Priorities Listening Tour
- I.B.3.5 Approval of Annual Report
- IV.B.1.8 BP 6100 Delegation of Authority
- IV.B.1.9 President's Adopted Budget Message
- I.B.4.2 Process Map of Integrated Planning
- I.B.9.1 Integrated Planning Calendar
- I.B.4.11 Budget Review and Development Guide p. 13
- I.B.9.12 Cabinet Notes 8-17-22
- I.B.7.18 Budget Committee
- III.A.1.3 BP 7120 Recruitment and Hiring
- III.A.9.4 NRA Process
- I.B.9.18 Cabinet Notes 7-5-22
- I.B.9.17 AP 7120 Recruitment and Hiring: Faculty
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.1.7 AP 7124 Recruitment and Hiring: Executive Management Employees
- III.A.14.1 BP 7160 Professional Development
- III.A.14.2 AP 7160 Professional Development
- III.A.1.14 CSEA 651 CBA Article XVI
- IV.B.1.10 Equity Focused Cabinet Notes
- IV.B.1.11 FLEX Day Presentation Fall 2022
- IV.B.1.12 CPD-Day Present Fall 2022
- IV.B.1.13 President's Breakfast 11-10-22
- IV.B.1.14 Mt. SAC Magazine 2022
- IV.B.1.15 Fall 21-Spr 22 Master Planning Summit
- IV.A.1.3 College Champions 2021
- IV.A.1.4 Presidential Student Sustainability Awards
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IV.B.2.

- I.A.4.4 PAC Purpose and Function
- IV.B.2.1 AP 3100 Organizational Structure
- III.A.10.2 Mt. SAC Organizational Structure
- IV.B.2.2 Cabinet Notes 1-18-22
- IV.B.2.3 Admin Services Reorganization
- IV.B.2.4 Management Staff Meeting 6-2-22

IV.B.3

- IV.B.3.1 Cabinet Notes Announcement
- IV.B.3.2 Mt. SAC Cabinet Notes Website
- I.A.4.4 PAC Purpose and Function
- IV.B.3.3 PAC Mission Workgroup
- IV.B.3.4 PAC Sample Minutes
- I.A.3.2 AP 3250 Institutional Planning
- IV.B.3.5 Expanded PAC Minutes 4-26-22
- I.A.2.7 IEC Committee
- IV.B.3.6 ASC Purpose and Function
- I.B.3.4 ISS and Stretch Goal Revision
- I.B.3.2 IEC Minutes ISS Discussion 3-23-22
- IV.B.3.7 PAC Report ISS 3-24-21
- IV.B.3.8 Cabinet Notes 9-27-22
- I.B.4.8 Resource Allocation Priorities Rubric
- IV.B.3.9 Cabinet Budget Priorities
- IV.B.3.10 Cabinet Notes 11-22-22
- I.B.9.1 Integrated Planning Calendar
- IV.B.3.11 Expanded PAC Minutes 4-14-21

IV.B.4

- I.C.12.1 BP 3200 Accreditation
- IV.B.3.6 ASC Purpose and Function
- IV.B.4.1 Cabinet Notes 5-10-22
- IV.B.4.2 ASC Update to PAC 6-8-22
- IV.B.4.3 Board Study Session 10-16-21
- IV.B.4.4 Management Staff Meeting 9-1-22
- IV.B.4.5 Accreditation 2024 Webpage
- IV.B.4.6 Accreditation Email
- IV.B.4.7 Accreditation Newsletter
- IV.B.4.8 Accreditation Open Forums
- IV.B.4.9 ISER Comment Form
- IV.B.4.10 ISER Review Listening Sessions

IV.B.5

- IV.B.1.8 BP 6100 Delegation of Authority
- IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO
- IV.B.5.2 PAC Minutes 5-27-20
- IV.B.5.3 PAC Minutes 6-8-22
- IV.B.5.4 Approval of BP 7400 Travel
- IV.B.5.5 Cabinet Notes 8-2-22
- I.B.7.18 Budget Committee
- IV.B.5.6 PAC Minutes 6-22-22

IV.B.6.

- IV.B.6.1 Path to Recovery Emails
- IV.B.6.2 Town Hall Meetings
- IV.B.6.3 Faculty Association Update
- IV.B.6.4 Cabinet Notes 4-11-23
- IV.B.6.5 Management Meeting 3-2-22
- IV.A.1.2 Mt. SAC President/CEO Open Office Hours
- IV.B.6.6 PAC Meeting 10-13-21
- IV.B.6.7 Pizza with the President
- IV.B.6.8 AS Leadership Conference
- IV.B.6.9 President's Breakfast 4-27-22
- IV.B.6.10 Foundation Agendas
- IV.B.6.11 Advancement Presentation
- IV.B.6.12 COC Minutes 11-4-21
- IV.B.6.13 SGVEP Minutes
- IV.B.6.14 LARC Minutes
- IV.B.6.15 Board Briefs

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Mt. SAC Board of Trustees (BOT) has the authority under Board Policy (BP) 2200 Board Duties and Responsibilities to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution (IV.C.1.1 BP 2200 Board Duties and Responsibilities). The authority and responsibility of the Board are outlined in policies and procedures, which are regularly reviewed and updated through a process that ensures broad institutional dialogue in accordance with BP 2410 Board Policies and Administrative Procedures and Administrative Procedure (AP) 2410 Process for Revision of APs and BPs (I.B.7.5 BP 2410 Board Policies and Administrative Procedures; I.B.7.4 AP 2410 Process for Revision of APs or BPs; IV.C.1.2 BP and AP Update List). Review of BPs and APs is facilitated by the College subscription to the Community College League of California (CCLC) policies and procedure service, which publishes changes to BPs and APs twice a year (I.B.7.2 CCLC Policy Update Subscription). The College uses these opportunities to review and make revisions aligned with the mission and vision through a shared governance process (I.B.7.6 BP/AP Revision Process Chart; IV.C.1.3 BOT Meeting Agenda 12-8-21). The APs and BPs are proposed, revised, updated, or edited for various reasons, including changes to Title 5 language, recommendations from the CCLC, Academic Senate resolutions, or recommendations from units across the campus. For example, the Distance Learning Committee revised AP 4105 on Distance Learning based on new Department of Education guidelines. The new AP was approved by the Academic Senate, the President's Advisory Council, and the BOT (I.B.7.11 BOT Approval of Revised AP 4105).).

The Board's responsibilities include improving student learning and programs facilitated by institutional planning in alignment with the mission. BP 3250 Institutional Planning states: "The College President/CEO shall inform the Board about the status of planning and the various plans and seek Board input during their development" (I.A.3.1 BP 3250 Institutional Planning). The Board receives timely reports and information allowing decision-making on academic quality and effectiveness of student learning to approve new programs and courses (I.B.2.8 AP 4020 Program and Curriculum Development; IV.C.1.4 BOT Course Approval).

BP 6100 delegates budgetary authority to the College President/CEO, who is responsible for keeping the Board fully informed with regular reports (IV.B.1.8 BP 6100 Delegation of Authority; IV.C.1.5 BOT Minutes 3-12-22). The annual process found in BP 6200 Budget Preparation states: "Each year, the CEO shall present to the Board of Trustees a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with State law and regulations and provide adequate time for appropriate review" (I.A.3.9 BP 6200 Budget Preparation). BP 6300 specifies that the Board is provided with quarterly budget reports for review (III.D.1.11 BP 6300 Fiscal Management). Further fiscal oversight is provided through BP 6250 which requires Board approval for any budgetary changes between major expenditure classifications and for the

appropriation of any reserve funds (III.D.1.12 BP 6250 Budget Management).

Analysis and Evaluation

Mt. SAC's governing Board 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 are outlined in Board Policies (BPs).

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees (BOT) acts as a collective entity. Once decisions are made, all members abide by these decisions and support their implementation. Under Board Policy (BP) 2330 Quorum and Voting, "the Board shall act by majority vote of all of the membership of the Board." A unanimous vote of all members of the Board is required in matters "regarding sale or lease of District real property to the State, any county, city, or to any other school or community college district; and resolution authorizing lease of District property under a lease for the production of gas." (IV.C.2.1 BP 2330 Quorum and Voting). College BP 3255 Participation in Local Decision-Making guides the College's BOT in overseeing the participation in local decision-making (I.B.7.3 BP 3255 Participation in Local Decision-Making). As outlined in the policy, the Mt. SAC BOT hears recommendations from the constituencies of the College and makes the final decision after receiving input. In Fall 2021, the Board heard multiple arguments on continuing a COVID-19 vaccine mandate and campus testing system. The Board carefully considered all points of view and decided in favor of voluntary vaccinations and encouraged all to get vaccinated (IV.C.2.2 BOT minutes 10-16-21).

Analysis and Evaluation

The Mt. SAC Board of Trustees acts as a collective entity; once they reach a decision, they all act in support of that decision.

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

In the case of a President/CEO vacancy, Board Policies (BP) 2431 and 2432 direct the Board of Trustees (BOT) to establish a President/CEO search process that is fair, open, and complies with Title 5, Section 53000 (IV.C.3.1 BP 2431 CEO Selection). In the 2023 presidential search process, the College engaged an executive search firm to assist in the candidate recruitment, administered a survey to campus stakeholders, and held an open forum for the President/CEO finalists (IV.C.3.2 BOT Minutes 9-14-22; IV.C.3.3 Recruitment Survey; IV.A.6.1 President/CEO Recruitment; IV.C.3.4 Candidate Forum). In the case of an absence, BP 2342 requires the BOT to comply with Education Code Sections 70902(d), 72400; and Title 5, Section 53021(b) to appoint an acting College President/CEO to serve for a brief period (IV.C.3.5 BP 2432 College

President/CEO succession).

BP 2435 and Administrative Procedure (AP) 2435 Evaluation of the College President/CEO guide the BOT to evaluate the College President/CEO annually. The AP states, "The evaluation of the College President/CEO will be based on the job description, goals and objectives of the past year, characteristics of performance, and other elements previously agreed upon. As part of the evaluation process, the College President/CEO and the Board of Trustees shall mutually agree upon the goals and objectives to be considered for the following year" (IV.C.3.6 BP 2435 Evaluation of College President/CEO; IV.C.3.7 AP 2435 Evaluation of College President/CEO; IV.C.3.8 CEO Evaluation Item 3.03).

Analysis and Evaluation

The Mt. SAC governing Board adheres to clearly defined policies for selecting and evaluating the President/CEO of the College.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The duties and responsibilities of the Mt. SAC Board of Trustees (BOT) include representing the public interest, establishing policies, and ensuring educational quality under Board Policy (BP) 2200 Board Duties and Responsibilities (IV.C.1.1 BP 2200 Board Duties and Responsibilities). The Board meets monthly and welcomes public participation "in the business of the Board" (IV.C.4.1 BP 2345 Public Participation at Board Meetings). Each board member is elected by constituents in their trustee district, reflecting their public interest in the institution (IV.C.4.2 BP 2100 Board Elections; IV.C.4.3 BOT Biographies). The BOT works together to promote the best interests of the College and assure public interests are met. BOT appointments to the Independent Citizen's Bond Oversight Committee ensure diverse community perspectives (IV.C.4.4 Citizen's Oversight Committee Bylaws).

The BOT advocates for and defends the institution. Trustees advocate for and protect the College (IV.C.1.1 BP 2200 Board Duties and Responsibilities). Trustees are agents of the public, entrusted with public funds, and duty-bound to protect, advance, and promote the interest of all citizens concerning the business of the College. BOT members must "maintain independent judgment unbiased by private interest, partisan political groups, or any other way" (IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice; IV.C.4.6 AP 2715 Code of Ethics/Standards of Practice).

Analysis and Evaluation

The Mt. SAC Board of Trustees is an independent, policy-making body that reflects the public interest in the College's educational quality. It effectively advocates for, defends the College, and protects it from undue influence or political pressure.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The policies of Mt. SAC's Board of Trustees (BOT) ensure the quality, integrity, and improvement of student learning programs and services and the resources to support them. The duties of the Board are defined in Board Policy (BP) 2200, which establishes policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; assure fiscal health and stability; and monitor institutional performance and educational quality (IV.C.1.1 BP 2200 Board Duties and Responsibilities). The Board is aware of the institution-set standards and analysis of results that have led to the improvement of student achievement and learning (IV.C.5.1 Excerpts from BOT Advanced ISER Training; IV.C.5.2 Board Study Session 11-12-22).

The Board regularly reviews the College's mission, vision, and core values. It approves appropriate revisions after constituencies have engaged in a participatory governance process that includes an annual review by the President's Advisory Council (PAC) and input from the Academic Senate (AS) (IV.C.5.3 AS minutes 5-14-20; I.A.1.3 PAC Approval of Mission, Vision, Values; I.A.1.2 BOT Approval of Mission, Vision, Values). The Board has the ultimate responsibility for educational quality as stipulated in BP 3250 Institutional Planning which requires Board approval for institutional planning, as required by Title 5, and program planning (I.A.3.1 BP 3250 Institutional Planning). The Board approves curricular changes, including new programs and program deletions (I.B.2.8 AP 4020 Program and Curriculum Development; I.C.13.1 BOT Approval Substantive Change Histotechnology). The Board also receives an annual update on distance education before considering any related policy changes (II.A.7.16 DL BOT Report 11-4-20).

BP 2315 outlines the Board's oversight of legal matters and counsel, such as pending litigation, during closed sessions (IV.C.5.4 BP 2315 Closed Sessions). The Board is responsible for overseeing the College's financial integrity and stability. BP 6100 delegates budgetary authority to the College President/CEO, responsible for keeping the Board fully informed with regular reports (IV.B.1.8 BP 6100 Delegation of Authority; I.A.3.9 BP 6200 Budget Preparation; IV.C.1.5 BOT Minutes 3-12-22). BP 6300 specifies that the Board is provided with quarterly budget reports for review (III.D.1.11 BP 6300 Fiscal Management; III.D.10.4 Quarterly Financial Status Report). Further oversight is provided through BP 6250 which requires Board approval for any budgetary changes between major expenditure classifications and for the appropriation of any reserve funds (III.D.1.12 BP 6250 Budget Management; III.D.10.2 Board of Trustees Minutes 12-14-22).

Analysis and Evaluation

The Mt. SAC governing Board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and

services and the resources to support them. The Board regularly reviews the College's mission, vision, and core values and approves appropriate revisions.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All Board Policies (BP) and Administrative Procedures (AP) are readily available on the College website (II.C.8.8 BP-AP Website). BPs 2010 through 2745 are the core policies of the Board. They include the specifics about the Board's size, duties and responsibilities, structure, and operating procedures (all other Board Policies) (IV.C.6.1 BP 2010 Board Membership; IV.C.1.1 BP 2200 Board Duties and Responsibilities; IV.C.6.2 BP 2305 Annual Organizational Meeting).

Analysis and Evaluation

The Mt. SAC Board of Trustees has published policies and administrative procedures that describe its size, duties, responsibilities, structure, and operations, which members of the College and community can access.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees (BOT) complies with its Board Policies (BPs) and Administrative Procedures (APs), which are regularly reviewed, assessed, and revised for effectiveness. BP 2410 Board Policies and Administrative Procedures and AP 2410 Process for Revision of APs and BPs establish the process of revising APs and BPs. Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote (I.B.7.5 BP 2410 Board Policies and Administrative Procedures; I.B.7.4 AP 2410 Process for Revision of APs or BPs). For example, the Board updated BP and AP 7400 Conference and Travel to align with California Assembly Bill 1887 (IV.C.7.1 BOT Minutes 8-10-22 BP/AP 7400). The College subscribes to regular BP and AP updates from the Community College League of California (CCLC) (I.B.7.2 CCLC Policy Update Subscription).

Proposed changes or additions to BPs and APs are submitted to the Board following the shared governance review process and are introduced not less than one regular meeting before the meeting at which action is recommended (I.B.7.6 BP/AP Revision Process Chart; IV.C.7.2 BOT 12-08-21 Revision to BP 7211; III.A.1.11 BP 7211 Minimum Qualifications and Equivalencies). APs are approved by the College President/CEO and maintained as statements of the method for implementing Board policy. The College President/CEO provides each member of the Board with copies of APs as they are revised (I.B.7.5 BP 2410 Board Policies and Administrative Procedures). All changes to BPs are presented to the Board for review and adoption. All revisions to APs are presented to the Board for information (IV.C.7.3 BOT 4-13-22 Revision to AP 5140). Access to all BPs and APs is publicly available through the College website (I.B.7.5 BP 2410 Board Policies and

Administrative Procedures; II.C.8.8 BP-AP Website).

Analysis and Evaluation

The governing Board of Mt. SAC acts in a manner consistent with its policies, which are regularly reviewed for their effectiveness in fulfilling the College mission and are revised as necessary.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

To ensure the College is accomplishing its goals for student success, the Board of Trustees regularly reviews annual reports from college administrators regarding Mt. SAC's performance, such as the Student Equity and Achievement Plan Key Performance Metrics with an Equity Focus report (IV.C.8.1 BOT Metrics Report 6-22-22; I.A.2.1 BOT Report – Key Performance Metrics). The Board receives annual reports on distance learning that address total classes scheduled in distance learning modality, student access, student success, success measures compared to face-to-face courses, and accreditation information regarding distance learning (II.A.7.16 DL BOT Report 11-4-20; II.A.7.17 DL BOT Report 8-12-22). The Board also examines annual reports providing student outcomes and achievement data as measured within the Student Success and Support Program, Student Equity, and School of Continuing Education (IV.C.8.2 BOT CCCCO Metrics; IV.C.8.3 BOT SCE Report 3-11-20; IV.C.8.4 BOT SCE Report 3-8-23). Board study session reports include updates on how Planning for Institutional Effectiveness is integrated into the Strategic Plan to improve institutional quality (IV.C.8.5 Board Study Session Strategic Plan Report). Board members also receive President's Cabinet Notes by email, which contain information and updates on diverse topics relevant to the College (IV.C.8.6 President's Cabinet 5-31-22).

Analysis and Evaluation

The Mt. SAC governing Board has many opportunities to review data on student performance.

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

Board Policy (BP) 2740 Board Education directs members to engage in study sessions, read materials, and participate in conferences and other activities to augment their trustee education (IV.C.9.1 BP 2740 Board Education). Board members are involved in ongoing training throughout the year for continuous improvements, such as bi-annual study sessions, conference attendance, and informational items from campus and community constituents (IV.B.4.3 Board Study Session 10-16-21; IV.C.1.5 BOT Minutes 3-12-22; IV.C.9.2 BOT Minutes 2-23-22; IV.C.9.3 BOT Minutes 5-12-21). Board members also attend national conferences sponsored by the Association of Community College Trustees and other local, statewide, and national conferences (IV.C.9.4 BOT

Minutes 11-13-19). Board members also dedicate effort to understanding and effectively carrying out their duties through knowledge of BPs which outline BOT standards of practice (IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice; IV.C.1.1 BP 2200 Board Duties and Responsibilities).

Further, the Community College League of California (CCLC) provides all new members with training and development resources, such as a comprehensive handbook and opportunities, including the annual Effective Trusteeship Workshop (IV.C.9.5 CCLC Handbook Ch 15).

CCLC also provides a comprehensive Excellence in Trusteeship Program and a broad range of trustee leadership conferences available throughout the year. Members who attend report out at BOT meetings (IV.C.9.2 BOT Minutes 2-23-22; IV.C.9.6 BOT Minutes 4-14-21; IV.C.9.5 CCLC Handbook Ch 18).

The Board consists of seven elected members and one student trustee. Each of the seven elected trustees represents a district for a four-year term. Terms of office are staggered to support continuity and shared institutional memory among Board Members (IV.C.6.1 BP 2010 Board Membership; IV.C.4.2 BP 2100 Board Elections). The student trustee is elected annually by Mt. SAC students (IV.C.9.7 BP 2105 Election of Student Member; IV.C.9.8 AP 2105 Election of Student Member).

Analysis and Evaluation

The Mt. SAC Board of Trustees has many training and educational opportunities for board members, including a new board member orientation. Additionally, Board Policy directs staggered terms to ensure continuity of leadership on the Board.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2745 Board Self-Evaluation details how Board members annually self-assess the Board's performance and functions. This policy establishes that an annual self-assessment will be conducted, and a discussion of the compilation of the findings will occur, resulting in the setting of objectives for the following year (IV.C.10.1 BP 2745 Board Self-Evaluation). The Board evaluation allows members to both self-assess and assess the Board as a whole unit on how it promotes and sustains academic quality and College effectiveness. The open-ended questions in the self-evaluation allow Board members to develop and discuss areas of strength and improvement as a unit. Once results are compiled, Board members discuss the findings, which are made public during a special meeting or study session in February or March each year (IV.C.10.2 Board Self-Evaluation Compilation 2019; IV.C.10.3 Board Special Session 3-18-23).

According to Administrative Procedure (AP) 2745, the Board will discuss and compile the results for the Board of Trustees (BOT) self-assessment and develop a set of objectives for the next year (IV.C.10.4 AP 2745 Board Self-Evaluation). At the March 2021, Special Meeting of the BOT, Trustees identified several objectives regarding their effectiveness in promoting and sustaining academic quality and institutional effectiveness, including: "More 'diversity hiring' to be more reflective of our student body;" "...make an improvement in the area of encouraging and supporting systems that promote the recruitment and hiring of a more diverse faculty..." (IV.C.10.5 BOT Special Session March 2021; IV.C.10.6 BOT Self-Evaluation March 2021). On April 14, 2021, the BOT passed Resolution 20-08 (IV.C.10.7 Resolution 20-08 Commitment to DEISA+). In alignment with the College's mission to support diversity, the Board continues to focus its annual reviews on "…ensuring our policies reflect, diversity, equity, inclusion, social justice and anti-racism" (IV.C.10.8 BOT Self-evaluation March 2023).

Analysis and Evaluation

The Mt. SAC Board of Trustees has a self-evaluation process, as defined in its board policies, and uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board of Trustee (BOT) members at Mt. SAC uphold a code of ethics (I.C.10.2 BP 3050 Institutional Code of Ethics). Board Policies (BP) and Administrative Procedures (AP) 2710 and 2715 define the BOT standards of practice and establish limits on the activities of individual Board members. Board members may not be college employees, may not receive gifts, and must disclose and recuse themselves if they have any financial interest in a decision (I.C.14.2 BP 2710 Conflict of Interest; I.C.14.3 AP 2710 Conflict of Interest; IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice; IV.C.4.6 AP 2715 Code of Ethics/Standards of Practice). Board members have no employment, family, ownership, or other personal financial interest in the institution. The College maintains the practice mandated by the Political Reform Act of 1974 that each Trustee submit an annual Statement of Economic Interest for public inspection and reproduction (III.A.13.2 AP 2712 Conflict of Interest Code; IV.C.11.1 Conflict of Interest Board Form 700).

Ethical standards for Board members include compliance with the Brown Act, which mandates that they cannot meet separately, and all business must be conducted in a transparent and public manner (IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice; IV.C.4.6 AP 2715 Code of Ethics/Standards of Practice). BP 2720 and BP 3050 specify that to ensure a climate of respect and trust, Board members shall not discuss upcoming agenda items or outline expectations prior

to their official meetings (IV.C.11.2 BP 2720 Communication Among Board Members; I.C.10.2 BP 3050 Institutional Code of Ethics).

Steps are outlined to resolve issues according to policies that govern conflict of interest, communication, and code of ethics (I.C.14.2 BP 2710 Conflict of Interest; III.A.13.2 AP 2712 Conflict of Interest Code; IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice; IV.C.11.2 BP 2720 Communication Among Board Members). No such conflict of interest or ethics violation has occurred. If there is a violation of ethics, 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.C.4.5 BP 2715 Code of Ethics/Standards of Practice). In a case in which a potential financial conflict of interest may exist for a member, "the College President/CEO will assume an affirmative responsibility to notify the Board member of the potential conflict" (I.C.14.2 BP 2710 Conflict of Interest).

Analysis and Evaluation

The Mt. SAC Board of Trustees upholds and adheres to its conflict-of-interest policies. The Board has a clear policy for dealing with behavior that violates its code and implements it when necessary.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Mt. SAC's Board Policy (BP) 2430 Delegation of Authority to the College President/CEO gives 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" (IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO). Administrative Procedure (AP) 2410 Process for Revision of APs and BPs gives the President/CEO the final approval of all APs with changes going to the Board of Trustees (BOT) as an information item (I.B.7.4 AP 2410 Process for Revision of APs or BPs). The Board's role is articulated to the campus community, and actions taken are regularly communicated to the public through "Board Briefs" (IV.C.12.1 BOT 101 FLEX Day; IV.C.12.2 Board Briefs 12-8-21). Under BP 2430, "The College President/CEO shall act as the professional advisor to the Board in policy formation" (IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO). In this way, the President/CEO provides context and direction for the actions of the Board (IV.C.12.3 CEO Advisor to BOT 3-18-23).

BP 3250 Institutional Planning provides the expectations for regular approval and reports on institutional planning (I.A.3.1 BP 3250 Institutional Planning). Monthly reports to the Board by constituencies provide opportunities for accountability and oversight of the role and responsibilities of the President/CEO to ensure appropriate institutional performance (IV.C.12.4 Board Information Reports Schedule). The Board also evaluates the President/CEO as a part of their responsibilities to ensure educational equality, legal compliance, and financial integrity (IV.C.3.6 BP 2435 Evaluation of College President/CEO; IV.C.3.7 AP 2435 Evaluation of College President/CEO). There are two Board study sessions per year where cabinet-level administrators

provide reports on academic performance and institutional effectiveness (IV.C.12.5 BOT Study Session 3-20-21; IV.B.4.3 Board Study Session 10-16-21).

Analysis and Evaluation

The Mt. SAC governing Board delegates full responsibility and authority to the President/CEO to implement and administer Board Policies without interference. The Board evaluates the President/CEO annually to ensure his/her accountability for the effective operation of the College.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Mt. SAC President/CEO, Accreditation Liaison Officer, and Accreditation Faculty Co-Chair inform the Board about eligibility requirements, accreditation standards and processes, commission policies, and accredited status through presentations at regular and special Board meetings per Board Policy (BP) 3200 (I.C.12.1 BP 3200 Accreditation). Members of the Board of Trustees (BOT) participated in training provided by the Accrediting Commission for Community and Junior College (ACCJC) liaison regarding the Board's role in the accreditation process (IV.B.4.3 Board Study Session 10-16-21). The Accreditation Team provided additional training about the process, timeline, and Board accreditation responsibilities at study sessions (IV.C.13.1 BOT Accreditation Training 3-12-22; IV.C.5.2 Board Study Session 11-12-22). Board members also participated in accreditation campus events (IV.C.13.2 2024 ISER Timeline; IV.C.13.3 BOT Minutes 11-10-21). The BOT carefully reviews each section of the Institutional Self-Evaluation Report before submission to the ACCJC. The BOT is informed of institutional reports to the Commission and is committed to improvements (I.C.13.1 BOT Approval Substantive Change Histotechnology; IV.C.13.4 CBE Report to BOT 3-18-23).

Analysis and Evaluation

The Mt. SAC Board of Trustees is informed of and actively engages in accreditation efforts so that the College can improve and excel in its academic programs and student services and to ensure financial stability for the institution. The College President/CEO plays a critical role in ensuring that the Board is involved in all accreditation processes in which their participation is required.

Conclusions on Standard IV.C: Governing Board

The Mt. SAC Board of Trustees has appropriate authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the institution's financial stability. Board Policies (BPs) and minutes are available on the College's website. BPs and Administrative Procedures (APs) are reviewed regularly. The

Board engages in annual training, evaluation, and ethics reviews to maintain Board integrity. The Board adheres to high ethical standards established in board policy, discusses items brought before them thoroughly, and acts to support all Board decisions with one united voice. The Board has delegated the appropriate authority to the President/CEO to oversee the College.

Improvement Plan(s)

Mt. SAC is strengthening the comprehensive review and revision process of Board Policies and Administrative Procedures. This revised model will ensure that timely actions are taken within each accreditation cycle. The President's Advisory Council (PAC) established a workgroup in Spring 2023 to review the BP/AP 2410 Process for Revision of APs and BPs.

Evidence List

IV.C.1

- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- I.B.7.5 BP 2410 Board Policies and Administrative Procedures
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- IV.C.1.2 BP and AP Update List
- I.B.7.2 CCLC Policy Update Subscription
- I.B.7.6 BP/AP Revision Process Chart
- IV.C.1.3 BOT Meeting Agenda 12-8-21
- I.B.7.11 BOT Approval of Revised AP 4105
- I.A.3.1 BP 3250 Institutional Planning
- I.B.2.8 AP 4020 Program and Curriculum Development
- IV.C.1.4 BOT Course Approval
- IV.B.1.8 BP 6100 Delegation of Authority
- IV.C.1.5 BOT Minutes 3-12-22
- I.A.3.9 BP 6200 Budget Preparation
- III.D.1.11 BP 6300 Fiscal Management
- III.D.1.12 BP 6250 Budget Management

IV.C.2

- IV.C.2.1 BP 2330 Quorum and Voting
- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.C.2.2 BOT minutes 10-16-21

IV.C.3

- IV.C.3.1 BP 2431 CEO Selection
- IV.C.3.2 BOT Minutes 9-14-22
- IV.C.3.3 Recruitment Survey
- IV.A.6.1 President/CEO Recruitment
- IV.C.3.4 Candidate Forum
- IV.C.3.5 BP 2432 College President/CEO succession
- IV.C.3.6 BP 2435 Evaluation of College President/CEO
- IV.C.3.7 AP 2435 Evaluation of College President/CEO
- IV.C.3.8 CEO Evaluation Item 3.03

IV.C.4

- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- IV.C.4.1 BP 2345 Public Participation at Board Meetings
- IV.C.4.2 BP 2100 Board Elections
- IV.C.4.3 BOT Biographies
- IV.C.4.4 Citizen's Oversight Committee Bylaws
- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice
- IV.C.4.6 AP 2715 Code of Ethics/Standards of Practice

IV.C.5

- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- IV.C.5.1 Excerpts from BOT Advanced ISER Training
- IV.C.5.2 Board Study Session 11-12-22
- IV.C.5.3 AS minutes 5-14-20
- I.A.1.3 PAC Approval of Mission, Vision, Values
- I.A.1.2 BOT Approval of Mission, Vision, Values
- I.A.3.1 BP 3250 Institutional Planning
- I.B.2.8 AP 4020 Program and Curriculum Development
- I.C.13.1 BOT Approval Substantive Change Histotechnology
- II.A.7.16 DL BOT Report 11-4-20
- IV.C.5.4 BP 2315 Closed Sessions
- IV.B.1.8 BP 6100 Delegation of Authority
- I.A.3.9 BP 6200 Budget Preparation
- IV.C.1.5 BOT Minutes 3-12-22
- III.D.1.11 BP 6300 Fiscal Management
- III.D.10.4 Quarterly Financial Status Report
- III.D.1.12 BP 6250 Budget Management
- III.D.10.2 Board of Trustees Minutes 12-14-22

IV.C.6

- II.C.8.8 BP-AP Website
- IV.C.6.1 BP 2010 Board Membership
- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- IV.C.6.2 BP 2305 Annual Organizational Meeting

IV.C.7

- I.B.7.5 BP 2410 Board Policies and Administrative Procedures
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- I IV.C.7.1 BOT Minutes 8-10-22 BP/AP 7400
- I.B.7.2 CCLC Policy Update Subscription
- I.B.7.6 BP/AP Revision Process Chart
- IV.C.7.2 BOT 12-08-21 Revision to BP 7211
- III.A.1.11 BP 7211 Minimum Qualifications and Equivalencies
- I.B.7.5 BP 2410 Board Policies and Administrative Procedures
- IV.C.7.3 BOT 4-13-22 Revision to AP 5140
- I.B.7.5 BP 2410 Board Policies and Administrative Procedures
- II.C.8.8 BP-AP Website

IV.C.8

- IV.C.8.1 BOT Metrics Report 6-22-22
- I.A.2.1 BOT Report – Key Performance Metrics
- II.A.7.16 DL BOT Report 11-4-20
- II.A.7.17 DL BOT Report 8-12-22
- IV.C.8.2 BOT CCCCO Metrics
- IV.C.8.3 BOT SCE Report 3-11-20
- IV.C.8.4 BOT SCE Report 3-8-23
- IV.C.8.5 Board Study Session Strategic Plan Report
- IV.C.8.6 President's Cabinet 5-31-22

IV.C.9

- IV.C.9.1 BP 2740 Board Education
- IV.B.4.3 Board Study Session 10-16-21
- IV.C.1.5 BOT Minutes 3-12-22
- IV.C.9.2 BOT Minutes 2-23-22
- IV.C.9.3 BOT Minutes 5-12-21
- IV.C.9.4 BOT Minutes 11-13-19
- IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice
- IV.C.1.1 BP 2200 Board Duties and Responsibilities
- IV.C.9.5 CCLC Handbook Ch 15. Ch 18
- IV.C.9.6 BOT Minutes 4-14-21
- IV.C.6.1 BP 2010 Board Membership
- IV.C.4.2 BP 2100 Board Elections
- IV.C.9.7 BP 2105 Election of Student Member

- IV.C.9.8 AP 2105 Election of Student Member

IV.C.10

- IV.C.10.1 BP 2745 Board Self-Evaluation
- IV.C.10.2 Board Self-Evaluation Compilation 2019
- IV.C.10.3 Board Special Session 3-18-23
- IV.C.10.4 AP 2745 Board Self-Evaluation
- IV.C.10.5 BOT Special Session March 2021
- IV.C.10.6 BOT Self-Evaluation March 2021
- IV.C.10.7 Resolution 20-08 Commitment to DEISA+
- IV.C.10.8 BOT Self-evaluation March 2023

IV.C.11

- I.C.10.2 BP 3050 Institutional Code of Ethics
- I.C.14.2 BP 2710 Conflict of Interest
- I.C.14.3 AP 2710 Conflict of Interest
- IV.C.4.5 BP 2715 Code of Ethics/Standards of Practice
- IV.C.4.6 AP 2715 Code of Ethics/Standards of Practice
- III.A.13.2 AP 2712 Conflict of Interest Code
- IV.C.11.1 Conflict of Interest Board Form 700
- IV.C.11.2 BP 2720 Communication Among Board Members

IV.C.12

- IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO
- I.B.7.4 AP 2410 Process for Revision of APs or BPs
- IV.C.12.1 BOT 101 FLEX Day
- IV.C.12.2 Board Briefs 12-8-21
- IV.B.5.1 BP 2430 Delegation of Authority to College President/CEO
- IV.C.12.3 CEO Advisor to BOT 3-18-23
- I.A.3.1 BP 3250 Institutional Planning
- IV.C.12.4 Board Information Reports Schedule
- IV.C.3.6 BP 2435 Evaluation of College President/CEO
- IV.C.3.7 AP 2435 Evaluation of College President/CEO
- IV.C.12.5 BOT Study Session 3-20-21
- IV.B.4.3 Board Study Session 10-16-21

IV.C.13

- I.C.12.1 BP 3200 Accreditation
- IV.B.4.3 Board Study Session 10-16-21
- IV.C.13.1 BOT Accreditation Training 3-12-22
- IV.C.5.2 Board Study Session 11-12-22
- IV.C.13.2 2024 ISER Timeline
- IV.C.13.3 BOT Minutes 11-10-21
- I.C.13.1 BOT Approval Substantive Change Histotechnology
- IV.C.13.4 CBE Report to BOT 3-18-23

Plans Arising from the Self-Evaluation Process

Standard	Change, Improvement, and Innovation	Responsible Party
I.B & II.A	Reframe the use of outcomes assessment to increase the value and meaning across the College, leading to improved consistency and frequency of outcomes assessment and reporting activities. (See QFE)	Outcomes Committee
I.B & II.A	Strengthen the integration of curriculum, outcomes assessment, and program review (Planning for Institutional Effectiveness) processes. (See QFE)	Outcomes Committee Curriculum & Instruction Institutional Effectiveness Committee PIE Committee
IV.A	Review and revise BP/AP 3255 Participation in Local Decision-Making to provide an overarching evaluation and assessment of government structure and its efficacy to support the improvement of governance reporting, communication, and processes.	Academic Senate President's Advisory Council Classified Senate CSEA 262 CSEA 651 Faculty Association
IV.C	Review and revise BP/AP 2410 Process for Revision of APs and BPs to strengthen the regular comprehensive examination of Board Policies and Administrative Procedures within each accreditation cycle.	President's Advisory Council Office of the President

H. Quality Focus Essay

Through the Institutional Self-Evaluation Report (ISER), Mt. San Antonio College (Mt. SAC) has identified two projects that address the following focus areas:

- Reframe the use of outcomes assessment to increase value and meaning
- Strengthen the program review process and cycle for improved institutional effectiveness

The two projects will be implemented and monitored through shared governance processes and will include leadership and participation from all College constituencies.

Anticipated Impact on Student Learning and Achievement

Outcomes assessments are the foundation that assist institutions in improving their effectiveness by providing data on student learning and support services, thus allowing institutions to identify areas for improvement in their instructional practices and educational programs.

Through effective assessments of student learning outcomes, Mt. SAC will gather additional, specific information about how well students are mastering the knowledge, skills, and competencies that are essential to their program of study. This information will be used to identify targeted interventions to help students succeed. The increased engagement of employees with the outcomes assessment process will support student knowledge and awareness of the impact of student learning outcomes.

Through implementation of this project, the College anticipates improved course retention and success. Assessments of student learning outcomes are a tool for improved institutional effectiveness by providing actionable data that informs instructional practices, curriculum design, and institutional policies, practices, and procedures.

An effective program review process facilitates meaningful self-reflection that shows the areas of programs needing improvement and prompts them to act on these insights to develop a plan of improvement. By strengthening the integration of outcomes with the program review process, Mt. SAC will ensure that all programs can align curriculum, practices, policies, and structures with the newly adopted strategic plan and emerging educational facilities master plan. A revision of the existing program review process will positively impact student learning, experiences, and achievement.

Project One: Outcomes Assessment

Introduction and Rationale

Mt. San Antonio College has long held a reputation for quality and excellence in the programs and services it offers. As part of the work of continuous improvement and institutional effectiveness, the College would like to transition from a compliance model for outcomes

assessment to a data-rich, integrated process that informs program review and articulates with the strategic planning process to improve student learning and achievement.

In the current process, there is wide variance in how outcomes assessment is implemented across the campus. For instance, some departments engage in meaningful conversations around student learning outcomes (SLOs), and multiple members of the department are responsible for leading various aspects of assessment and SLO reporting. Some departments may use course-level equity data to inform reviews of their SLOs and to make them more meaningful. Other departments view the accreditation process as the sole driver for the completion of outcomes assessment.

Despite the uneven practices surrounding outcomes assessment, steady progress toward improvement has been made. In the intervening years since the last accreditation cycle, the College has begun to shift the focus of outcomes assessment work by taking these steps:

- Increasing the number of faculty outcomes coordinators
- Training and deploying data coaches to help faculty with the interpretation of data and the meaningful use of results
- Creating a culture of data and normalizing the analysis of data in decision-making
- Utilizing program level outcome (PLO) liaisons to assist faculty with SLO, PLO, and institutional level outcomes (ILO) mapping
- Offering compensation for part-time faculty participating in outcomes work
- Providing Association of College and University Educators (ACUE) training to five cohorts of approximately 30 faculty who received training in outcomes creation, measurement, and use
- Ensuring outcomes experts serve on the Planning for Institutional Effectiveness (PIE) Committee, the body that informs program review
- Incentivizing participation in the Transparency in Learning and Teaching (TILT) program

Despite these supportive activities, the College acknowledges that one of the recurring themes of this accreditation process has involved the review and reflection of outcomes and assessment. The pandemic shifted focus to urgent matters and affected the efforts and energy spent on outcomes assessment, which led the College to apply for an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) grant as a springboard for the institution's outcomes efforts. After an initial information gathering visit in spring 2023, the PRT team shared a menu of options (MOO) with the campus community based on their findings. The College utilized the MOO to develop an Institutional Innovation and Effectiveness Plan.

Combining the expertise of the PRT team with the ISER identified areas for improvement, the College plans to concentrate on these areas of focus:

- Reframe the use of outcomes assessment to find value and meaning
- Strengthen the interrelationship between outcomes assessment and curriculum

Project One Action Plan

Goal 1: Reframe the use of outcomes assessment to find value and meaning

Measurable Outcomes

- Integrate meaningful outcomes assessment into the work of instruction and student service programs and units
- Acknowledge and celebrate exceptional outcomes work
- Engage students with outcomes assessment

Activity	Responsible Party	Resources Needed	Timeline
Create learning opportunities for Outcomes leaders to develop and hone their skill set	Office of Instruction	Conference and Travel Funding	Beginning Fall 2024
Provide learning opportunities for faculty, staff, and administrators to develop a deeper understanding of outcomes as a gauge for student success and program improvement	Outcomes Committee Institutional Effectiveness Committee PIE Committee	Employee time Funding for professional development activities and events	Beginning Fall 2024
Identify and spotlight best practices and exceptional work in outcomes assessment with a focus on DEISA+	Outcomes Committee	Employee time	Beginning Summer 2024
Create a robust dialogue on methods for infusing outcomes into teaching pedagogies to make SLO work meaningful using a DEISA+ lens	Outcomes Coordinators Outcomes Committee	Funding for professional development activities and events	Beginning Fall 2024
Discuss student participation/ student government input on learning needs to establish new best practices in serving students	Outcomes Committee Associated Students	Employee time Partnership with Associated Students	Beginning Fall 2024
Review and reflect on progress around course, program, and institutional level outcomes	Outcomes Committee Units Divisions	Employee time	Beginning Fall 2024
Integrate assessment work across student services and instruction	Outcomes Committee Units Divisions	Employee time	Beginning Fall 2024

Goal 2: Strengthen the interrelationship between outcomes assessment and curriculum

Measurable Outcomes

- Clarify the relationship between SLOs and course measurable objectives (MOs)
- Demonstrate a deeper understanding of the alignment among MOs, SLOs, PLOs, and ILOs
- Create time and space for outcomes work
- Identify and capture outcomes work in organic situations and settings
- Develop a flexible process that ensures regular outcomes assessment

Activity	Responsible Party	Resources Needed	Timeline
Explore strong and effective models of outcomes assessment and curriculum integration; make recommendations	Curriculum & Instruction Outcomes committee Academic Senate	Employee time; conference and travel funding	Summer, Fall and Spring 2023-2024
Define and broadly communicate the interrelationship between MOs and SLOs as well as their alignment to PLOs where appropriate	Curriculum & Instruction Outcomes Committee	Employee time	Beginning Fall 2023
Create time and space to review outcomes models within divisions, programs, and departments	Departments Programs Divisions	Employee time	Beginning Fall 2023
Reflect on outcomes cycles and processes to ensure regular assessment of course, program, and institutional-level outcomes	Outcomes Committee Departments Programs Divisions	Employee time	Beginning Fall 2023
Investigate the timing of the assessment cycle to coordinate with Program Review and Course Outline of Records (COR) revisions so that work in one area leads to work in the next; make recommendations	Curriculum & Instruction Outcomes Committee Academic Senate	Employee time	Fall 2023 – Spring 2024
Investigate assessment cycles that are regular and systematic but allow for flexibility; make recommendations	Outcomes Committee Curriculum and Instruction	Employee time	Fall 2023 – Spring 2024

Activity	Responsible Party	Resources Needed	Timeline
Explore tools that integrate outcomes into classroom assessment (i.e., Canvas); make recommendations	Outcomes Committee Distance Learning Committee Information Technology Faculty Center for Learning and Technology	Employee time Professional Development	Beginning Spring 2024
Build on existing coaching models (i.e., data coaches, PLO coordinators) to facilitate outcomes integration with program review	Outcomes Committee Office of Instruction	Funding for participating employees	Beginning Fall 2024

A Student Poses for a DREAM Event

Image Credit: Charles Tran

Project 2: Strengthen the Program Review Process

Introduction and Rationale

Planning for Institutional Effectiveness (PIE) is Mt. SAC's program review, the annual process of institutional assessment and analysis of not only services but also programs. PIE is both a reporting and planning tool, and it is intended to be a goal-setting process to assist programs and units in identifying highlights and gaps, documenting outcomes, and informing scheduling and resource allocation decisions. PIE is completed in Nuventive and, because of the complexity of the interface, the College spends considerable time and resources on developing training and self-help tools for users to access and use the interface. However, familiarity with the tool has not improved the quality of the input or analysis in PIE.

Furthermore, the PIE template is uniform, attempting to meet the needs of instructional departments, service areas, and administrative units. This leads to a wide variance in the types and depth of responses given to prompts that may or may not help PIE completers provide the relevant information and data on goals, progress made, and perceived gaps. For some areas, PIE is perceived as a tool to request resource allocations; thus, the value of the goal setting and integration with planning has been lost.

The PIE committee is very responsive to feedback from the campus community and has made efforts to improve the process, particularly the technology training for PIE completion. Over the past year, PIE committee members have engaged in strategic planning through collegewide conversations during Society for College and University Planning (SCUP) training which led to deeper analysis regarding the need to integrate outcomes, the strategic plan, and the campus facilities master planning process more fully. This has led to further discussion as to whether the current program review tool is able to capture the necessary program review elements effectively.

Each year, a comprehensive program review is completed by every department, service area, and administrative unit, leaving little time for meaningful goal setting, planning, implementation, and assessment of the impact of changes made. In the current process, upon completion, the PIE becomes a static annual report used primarily for allocation of resources if funds become available. In some areas, the focus on resource allocation has obscured the true purpose of program review.

Restructuring of program review, outcomes assessment, and strategic planning processes is intended to result in more meaningful reflection and improved institutional effectiveness.

Project Two Action Plan

Goal 1: Strengthen the program review process

Measurable Outcomes

- Establish a clear nexus between outcomes assessment and authentic program review
- Increase use of data in program review
- Use data to drive student-focused program review goals
- Implement a new program review cycle

Activity	Responsible Party	Resources Needed	Timeline
Develop a shared understanding of the goals of outcomes and program review work	PIE Committee Outcomes Committee	Employee time	Fall 2023 – Spring 2024
Investigate 2- or 3-year program review cycles with shorter annual updates; make recommendations	PIE Committee Institutional Effectiveness Committee	Employee time	Fall 2023 – Spring 2024
Bring together PIE and Outcomes experts to provide guidance on the work	PIE Committee Outcomes Committee IEPI Partnership Resource Team peer experts	Employee time Funding for Professional Development	Fall 2023 – Spring 2024
Review and refine required PIE documents and templates	PIE Committee Research and Institutional Effectiveness	Employee time	Beginning Spring 2024
Program review and outcomes joint training	PIE Committee Outcomes Committee	Funding for professional development	Fall 2024
Build support resources and provide models of best practices for program review; create opportunities for dialogue and sharing best practices	PIE Committee Outcomes Committee IEPI Partnership Resource Team peer experts	Funding for participating employees	Beginning Spring 2024

Activity	Responsible Party	Resources Needed	Timeline
Build on existing coaching models (i.e.: data coaches, PLO coordinators) to facilitate outcomes integration with program review	Data Coaches Data Coach Coordinator Outcomes Coordinators Campus Participants	Funding for employee engagement	Beginning Fall 2024
Leverage outcomes data to inform the program review (PIE) process	PIE Committee Outcomes Committee	Employee time	Spring 2025

Goal 2: Strengthen the integration of the program review process and the strategic planning process

Measurable Outcomes

- Connect program review to the College strategic priorities in a meaningful way
- Assess progress on College strategic priorities through program review
- Refine the communication at all levels of program review

Activity	Responsible Party	Resources Needed	Timeline
Investigate a planning map of integrated processes and the ongoing cycle; make recommendations	Institutional Effectiveness Committee	Employee time	Beginning Fall 2023
Continue participation of campus leaders in strategic planning professional development (i.e., SCUP)	Office of Instruction	Funding for Conference and Travel	Fall 2023 – and ongoing
Establish cross-committee dialogue on the intersection of outcomes, curriculum, program review, strategic planning, and allocation of resources	Outcomes Committee Curriculum & Instruction Institutional Effectiveness Committee PIE Committee Budget Committee	Employee time	Beginning Spring 2024 - ongoing
Use backward planning to ensure deliverables synchronize appropriately	Institutional Effectiveness Committee	Employee time	Fall 2024 – Spring 2025
Transition to a new or updated platform for program review	Planning for Institutional Effectiveness Committee	Upgraded software IT support	Beginning Fall 2023 - ongoing

Appendix 1: List of Acronyms Used in This Document

Acronym	Full Name or Description
A&R	Admissions and Records
A2MEND	Annual African American Male Educational Network and Development
AA	Associate in Arts
AA	Standard & Poor's Bond Rating
Aa1	Moody's Bond Rating
AANAPISI	Asian American and Native American Pacific Islander-Serving Institution
AAT	Associate in Arts for Transfer
AB 705/1705	California Assembly Bill 705 & 1705: Student Success Act of 2012
AB 927	California Assembly Bill 927: Community Colleges Statewide Baccalaureate Program
AB 928	California Assembly Bill 928: Student Transfer Achievement Reform Act of 2021
AB 1111	California Assembly Bill 1111: Common Course Numbering System
ABE	Adult Basic Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACES	Achieving in College, Ensuring Success
ACS WASC	Accrediting Commission for Schools, Western Association of Schools and Colleges
ACUE	Association of College and University Educators
ACUPCC	American College and University Presidents' Climate Commitment
ADT	Associate Degree for Transfer
AIME	Academic Instruction for Math and English
ALO	Accreditation Liaison Officer
AMAC	Academic Mutual Agreement Council
AMC	Assessment and Matriculation Committee
AmLa	American Language (Credit ESL) Department
AMLA	American Language (Credit ESL) Course
AP	Administrative Procedure
AP	Advanced Placement
APR	Annual Program Review
AQ	Assessment Questionnaire
ARRT	American Registry in Radiologic Technology
AS	Academic Senate
AS	Associate in Science
AS	Associated Students
ASAC	Academic Support and Achievement Center
ASAG	Administrative Systems Advisory Group
ASAP	Accelerated Study in Associate Programs
ASC	Accreditation Steering Committee
ASCP	American Society for Clinical Pathology
AUP	Acceptable Use Policy
AWS	Amazon Web Services
BA	Bachelor of Arts
BAs	Business Analysts
BOG	California Board of Governors
BOT	Board of Trustees
BP	Board Policy
BPGs	Business Process Guides
BPMN	Business Process Modeling Notation
BS	Bachelor of Science
BSTEM	Business, Science, Technology, Engineering, and Math
C&I	Curriculum and Instruction Council

Acronym	Full Name or Description
CA	California
CAAHEP	Commission on Accreditation of Allied Health Education Programs
Cal-GETC	California General Education Transfer Curriculum
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CalWORKs	California Work Opportunity and Responsibility to Kids
CAP	Computer Adaptive Placement
CARE	Cooperative Agencies Resources for Education
CATT	Canvas and Teaching Technology
CBA	Collective Bargaining Agreement
CBCSS	Center for Black Culture and Student Success
CBE	Competency-Based Education
CCC	California Community Colleges
CCCApply	California Community Colleges Application
CCCCO	California Community Colleges Chancellor's Office
CCEJC	Climate Commitment and Environmental Justice Committee
CCFS-311Q	Quarterly Financial Status Report
CCLC	Community College League of California
CDCP	Career Development and College Prep
CE	Career Education
CE	Community Education
CEDC	Campus Equity and Diversity Committee
CEO	Chief Executive Officer
C-ID	Course Identification
CIRP	Cooperative Institutional Research Program
CMPCT	Campus Master Plan Coordinating Team
CNA	Certified Nursing Assistant
CO	Chancellor's Office

Acronym	Full Name or Description
CoARC	Commission on Accreditation for Respiratory Care
COC	Citizens' Oversight Committee
CoCo	Community of Collaboration
COE	Center of Excellence
COP	Communities of Practice
COR	Course Outline of Record
CORA	Center for Organizational Responsibility and Advancement
COVID-19	Coronavirus Disease 2019
CPD	Classified Professional Development
CPDC	Classified Professional Development Committee
CRLA	College Reading Learning Association
CSEA	California School Employees Association
CSU	California State University
CTE	Career Technical Education
CTEOS	Career and Technical Education Employment Outcomes Survey
CTO	Chief Technology Officer
CVC	California Virtual Campus
DEISA+	Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility
DHH	Deaf and Hard of Hearing
DHSI	Developing Hispanic-Serving Institution
DL	Distance Learning
DLA	Directed Learning Activity
DLC	Distance Learning Committee
DR	Disaster Recovery
DRP	Disaster Recovery Plan
DSA	Division of State Architect
DSPS	Disabled Student Programs and Services
EAB	Education Advisory Board

Acronym	Full Name or Description
EAS	Enterprise Application Systems
ECC	Employee Counseling Center
EDC	Educational Design Committee
EEI	Ellucian Ethos Identity
EEO	Equal Employment Opportunity
EFMP	Educational and Facilities Master Plan
ELP	English Language Proficiency
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOA	Education for Older Adults
EOC	Emergency Operations Center
EOPS	Extended Opportunity Programs and Services
EPAC	Expanded President's Advisory Council
ESL	English as a Second Language
EW	Excused Withdrawal
FA	Faculty Association
FAA	Federal Aviation Administration
FABAS	Faculty Advisory Board for Academic Support
FAC	Facilities Advisory Committee
FACTS	Faculty Association Contract Tips Series
FCCC	Foundation for California Community Colleges
FCI	Facility Condition Index
FCLT	Faculty Center for Learning Technology
FERPA	Family Educational Rights and Privacy Act
FISAP	Fiscal Operations Report and Application to Participate
FON	Faculty Obligation Number
FPDC	Faculty Professional Development Council
FPM	Facilities Planning and Management
FPNC	First Peoples Native Center
FPP	Final Project Proposal
FPU	Facilities Planning Unit
FTE	Full-time Equivalent
FTES	Full Time Equivalent Student
FY	Fiscal Year
GASB	Government Accounting Standards Board
GE	General Education
GO	Bond Measure General Obligation (GO)
GPCCC	Guided Pathways Cross-Council Committee
GPS	Guided Pathways for Success
GRASP	Gray/Red Shirt Academic Support Program
HEERF	Higher Education Emergency Relief Funds
HR	Human Resources
HS	High School
HSC	Health and Safety Committee
HSI	Hispanic-Serving Institution
HVAC	Heating Ventilation and Air Conditioning
IB	International Baccalaureate
ICC	Inter-Club Council
ID	Identification
IdP	Identity Provider
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiative
ILO	Institutional Level Outcomes
ILT	Instructional Leadership Team
IPP	Initial Project Proposal
ISER	Institutional Self-Evaluation Report
ISS	Institution-Set Standard
IT	Information Technology
ITAC	Information Technology Advisory Committee
ITEL	Inclusive Teaching for Equitable Learning

Acronym	Full Name or Description
JPAs	Joint Powers Agreements
JRCERT	Joint Review Committee in Radiologic Technology
KPI	Key Performance Indicators
LA	Los Angeles
LACOE	Los Angeles County Office of Education
LARC	Los Angeles Regional Consortium
LCW	Leibert, Cassidy, and Whitmore
LEAD	Leadership Education and Development Program
LEED	Leadership in Energy and Environmental Design
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer
LHE	Lecture Hour Equivalents
LIEAL	Library Initiative for Equitable and Affordable Learning
LLC	Language Learning Center
LMS	Learning Management System
LSP	Library Services Program
MAP	Mountie Academic Plan
MARCS	Math Activities Resource Centers & Support
MFA	Multi-Factor Authentication
MIS	Management Information System
MMI	Minority Male Initiative
MOs	Measurable Objectives
MOO	Menu of Options
MOU	Memorandum of Understanding
MPDC	Management Professional Development Committee
Mt. SAC	Mt. San Antonio College
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NACES	National Association of Credential Evaluation Services
NEA	National Education Association
NKBA	National Kitchen and Bath Association

Acronym	Full Name or Description
NRA	New Resource Allocation
NSDL	National Securities Depository Limited
OEI	Online Education Initiative
OPEB	Other Postemployment Benefits
PAC	President's Advisory Council
PC	President's Cabinet
PCAH	Program and Course Approval Handbook
PDC	Professional Development Council
PDF	Portable Document Format
PIE	Planning for Institutional Effectiveness
PLA	Professional Learning Academy
PLO	Program Level Outcomes
POCR	Peer Online Course Review
POD	Professional and Organizational Development
PRT	Partnership Resource Team
QCEW	Quarterly Census of Employment and Wages
QFE	Quality Focus Essay
REACH	Reaching Empowering Achieving and Completing with Heart
RIE	Research and Institutional Effectiveness
RN	Registered Nurse
RS	Rising Scholars
SAFER	Safety and Fitness Electronic Records
SAFER	Schools Association for Excess Risk
SARS	Student Appointment Reservation System
SB	Senate Bill
SCCCD-JPA	Southern California Community Colleges District Joint Powers Agency
SCE	School of Continuing Education
SCFF	Student Centered Funding Formula

Acronym	Full Name or Description
SCUP	Society for College and University Planning
SEAP	Student Equity and Achievement Program
SEC	Student Equity Committee
SEEC	Societal Education for Equity Challenge
SGVEP	San Gabriel Valley Economic Partnership
SI	Supplemental Instruction
SLO	Student Learning Outcomes
SOC	Standard Occupational Classification
SOS	Student Online Support
SPEAC	Student Preparation, Equity, and Achievement Council
SPOT	Skills and Pedagogy for Online Teaching
SSSC	Speech and Sign Success Center
STEM	Science, Technology, Engineering, and Math
STV	Short-Term Vocational
SWACC	Statewide Association of Community Colleges
T&Cs	Terms and Conditions
TAP	Transfer Advantage Program
TCO	Total Cost of Ownership
TERC	Technical Education Resource Center
TILT	Transparency in Learning and Teaching
TIMC	Textbook and Instructional Materials Committee
Title 5	California Code of Regulations, Title 5. Education
Title IV	Title IV of the Higher Education Act: Federal Financial Aid Funds
Title IX	Title IX of the Educational Amendment of 1972: Prohibiting discrimination based on sex
Title V	Developing Hispanic-Serving Institutions Grant
TMP	Technology Master Plan
TRAN	Tax Revenue Anticipated Bonds
UC	University of California
US	United States
USC	University of Southern California
VP	Vice President
VPI	Vice President, Instruction
VPSS	Vice President, Student Services
VRC	Vision Resource Center
WASC	Western Association of Schools and Colleges
WebCMS	Web Content Management System
WIOA	Workforce Innovation and Opportunity Act
WWII	World War II

Mt. SAC Flag

Image Credit: Tom Zasadzinski

Appendix 2: Graph Data

Data for Figure 1. Mt. SAC District 2021-22 map of credit student enrollment count by ZIP code

ZIP Code	Count	Primary City	Service Area
91744	2229	La Puente	In District
91766	2002	Pomona	In District
91709	1547	Chino Hills	In District
91710	1352	Chino	Out of District
91706	1290	Baldwin Park	In District
91789	1274	Walnut	In District
91767	1181	Pomona	In District
91765	1125	Diamond Bar	In District
91790	1077	West Covina	In District
91748	1018	Rowland Heights	In District
91745	965	Hacienda Heights	In District
91792	944	West Covina	In District
91768	927	Pomona	In District
91791	876	West Covina	Out of District
91762	725	Ontario	Out of District
91722	683	Covina	In District
91761	659	Ontario	Out of District
91786	645	Upland	Out of District
91763	608	Montclair	Out of District
91773	585	San Dimas	In District
91724	563	Covina	In District
91750	522	La Verne	In District
91746	521	La Puente	In District
91764	515	Ontario	Out of District
91702	469	Azusa	In District
92336	429	Fontana	Out of District
91723	422	Covina	In District
91730	387	Rancho Cucamonga	Out of District
92880	369	Corona	Out of District
91711	356	Claremont	Out of District
91740	335	Glendora	In District
92335	268	Fontana	Out of District
91732	258	El Monte	Out of District
91784	212	Upland	Out of District
91741	194	Glendora	In District
92337	193	Fontana	Out of District
90631	188	La Habra	Out of District
91739	173	Rancho Cucamonga	Out of District
91708	163	Chino	Out of District
91770	162	Rosemead	Out of District
92509	161	Jurupa Valley	Out of District
91701	161	Rancho Cucamonga	Out of District
92821	152	Brea	Out of District
91733	150	South El Monte	Out of District
92376	144	Rialto	Out of District
91752	138	Mira Loma	Out of District

ZIP Code	Count	Primary City	Service Area
91016	104	Monrovia	Out of District
92882	102	Corona	Out of District
92407	101	San Bernardino	Out of District
91731	97	El Monte	Out of District
91010	95	Duarte	In District
91737	88	Rancho Cucamonga	Out of District
90601	76	Whittier	Out of District
92886	75	Yorba Linda	Out of District
92870	74	Placentia	Out of District
92503	73	Riverside	Out of District
90604	72	Whittier	Out of District
92377	69	Rialto	Out of District
90660	68	Pico Rivera	Out of District
91780	68	Temple City	Out of District
91006	67	Arcadia	Out of District
90605	66	Whittier	Out of District
92879	65	Corona	Out of District
91801	64	Alhambra	Out of District
92316	62	Bloomington	Out of District
90640	62	Montebello	Out of District
92345	61	Hesperia	Out of District
91776	60	San Gabriel	Out of District
90603	60	Whittier	Out of District
90602	57	Whittier	Out of District
92324	56	Colton	Out of District
90606	56	Whittier	Out of District
92505	55	Riverside	Out of District
92881	54	Corona	Out of District
92404	54	San Bernardino	Out of District
90638	52	La Mirada	Out of District
92831	51	Fullerton	Out of District
92883	50	Corona	Out of District
92392	50	Victorville	Out of District

A map of Mt. SAC's district boundaries and surrounding areas by student count is provided in Figure 1. ZJIP codes are color coded, with darker colors indicate more students are enrolled from the area. ZIP codes with 50 or more students are presented in the data table above.

Data Source: Student Information System

Return to Figure 1

Data for Graph 1. Credit and noncredit headcount from 2017 to 2021

Year	Total unduplicated headcount
2017-18	69,785
2018-19	70,422
2019-20	71,110
2020-21	63,176
2021-22	63,727

Data source: CCCCO Datamart

Total unduplicated headcount for the academic years 2017-18 to 2021-22.

Return to Graph 1

Data for Graph 2. Credit and noncredit FTES from 2017-18 to 2021-22

Year	Credit	Noncredit	Total
2017-18	24,993	7,727	32,720
2018-19	24,783	7,911	32,694
2019-20	24,489	8,143	32,632
2020-21	23,617	6,910	30,527
2021-22	21,306	7,971	29,277

Data source: 320 Report

Annual FTES counts for credit and noncredit for the academic years 2017-18 to 2021-22 are provided in graph 2. Total FTES for each academic year are provided in parenthesis on the horizontal axis.

Return to Graph 2

Data for Graph 3. Course sections by modality for 2019-20 to 2021-22 academic years

Year	Face to Face	Hybrid	Online
2019-20 (7,291)	86%	3%	12%
2020-21 (7,862)	3%	3%	94%
2021-22 (7,956)	49%	6%	45%

Data source: Student Information System

The percentage of credit course sections offered by modality for the 2019-20 to 2021-22 academic years are included in graph 3. Total section counts are included in parenthesis on the x-axis underneath each year.

Return to Graph 3

Data for Graph 4. Credit headcount disaggregated by ethnicity for fall terms 2017 to 2021

Ethnicity	Fall 2017 (30,835)	Fall 2018 (29,850)	Fall 2019 (30,246)	Fall 2020 (28,806)	Fall 2021 (25,975)
African American	4%	4%	4%	4%	4%
American Indian/Alaskan Native	0.1%	0.1%	0.1%	0.1%	0.2%
Asian	15%	15%	15%	16%	15%
Filipino	4%	4%	4%	4%	4%
Hispanic	63%	64%	64%	63%	64%
Multi-Ethnicity	3%	3%	3%	3%	3%
Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.2%
Unknown	1%	0.4%	0.2%	0.3%	0.2%
White Non-Hispanic	10%	10%	9%	9%	9%

Data source: CCCCO Datamart

Return to Graph 4

Data for Graph 5. Credit headcount disaggregated by gender for fall terms 2017 to 2021

Gender	Fall 2017 (30,835)	Fall 2018 (29,850)	Fall 2019 (30,246)	Fall 2020 (28,806)	Fall 2021 (25,975)
Female	51%	52%	52%	55%	53%
Male	47%	47%	46%	44%	45%
Unknown	1%	2%	2%	1%	1%

Data source: CCCCO Datamart

Gender enrollment data for credit students are presented in graph 5 for the 2017 – 2021 fall terms. Total headcount for each fall term is provided in parenthesis on the x-axis underneath each fall term.

Note 1: Due to rounding, some total headcount percentages may be slightly above or below 100%.

Note 2: Non-binary response option was added to the CCCApply application in fall 2020.

Return to Graph 5

Data for Graph 6. Credit student units attempted for fall terms 2017 to 2021

Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-time	34%	35%	35%	35%	33%
Part-time	66%	65%	65%	65%	67%

Data source: CCCCO Datamart

Return to Graph 6

Data for Graph 7. First-time student status for fall terms 2017 to 2021

Term	First-time Students
Fall 17	14.51%
Fall 18	13.51%
Fall 19	13.75%
Fall 20	12.16%
Fall 21	12.77%

Data source: CCCCO Datamart

First-time credit student status for Fall 17 to Fall 21 is provided in graph 7.

Return to Graph 7

Data for Graph 8. Financial aid status for academic years 2017-18 to 2021-22

Year	Financial Aid
2017-18	64%
2018-19	62%
2019-20	61%
2020-21	56%
2021-22	60%

Data source: CCCCO Datamart

The percentage of credit students receiving some form of financial aid for academic years 2017-18 to 2021-22 are provided in graph 8.

Note: Financial aid status included students who received the following: CA Promise Grant (fee waiver, formerly known as BOG), Grants including Cal Grants and Pell Grants, scholarships, and work study.

Return to Graph 8

Data for Graph 9. 2020 Employment by industry sector in LA County

Industry Sector	Jobs in LA County
Mining, Quarrying, and Oil, and Gas Extraction	1,750
Agriculture, Forestry, Fishing, and Hunting	5,383
Utilities	12,687
Management of Companies and Enterprises	59,441
Arts, Entertainment, and Recreation	103,896
Real Estate and Rental and Leasing	110,271
Finance and Insurance	154,584

Industry Sector	Jobs in LA County
Educational Services	168,050
Wholesale Trade	207,326
Information	208,480
Construction	216,942
Transportation and Warehousing	226,805
Admin and Support and Waste Mgmt	293,701
Other Services (except Public Administration)	318,003
Manufacturing	327,803
Accommodation and Food Services	343,745
Professional, Scientific, and Technical Services	361,549
Retail Trade	416,381
Government	598,440
Health Care and Social Assistance	766,979

Source: Lightcast 2022.2; QCEW, Non-QCEW, Self-Employed

The total number of 2020 jobs in L.A. County by major industry sector is provided in graph 9.

Return to Graph 9

Data for Graph 10. Census population for cities in Mt. SAC's service area

Mt. SAC Service Area	Census, April 1, 2010	Census, April 1, 2020
San Dimas	33,371	34,924
Charter Oak	9,310	9,739
Rowland Heights	48,993	48,231
Hacienda Heights	54,038	54,191
La Puente	39,816	38,062
Glendora	50,073	52,558
Covina	47,796	51,268
Baldwin Park	75,390	72,176
Azusa	46,361	50,000
West Covina	106,098	109,501
Walnut	29,172	28,430
Pomona	149,058	151,713
Diamond Bar	55,544	55,072
La Verne	31,063	31,334

Source: U.S. Census Bureau American Community Survey

Census population for the cities in Mt. SAC service area are provided in graph 10. Census population counts are provided for the April 1, 2020, and April 1, 2010, census.

Return to Graph 10

Data for Graph 11. Poverty rates and median income for Mt. SAC service area: 2021

Mt. SAC District Cities	Poverty rate district cities	Poverty rate LA County
Pomona (91767)	18%	13%
Pomona (91768)	17%	13%
Pomona (91766)	17%	13%

Mt. SAC District Cities	Poverty rate district cities	Poverty rate LA County
Irwindale (91702)	13%	13%
Baldwin Park	13%	13%
Covina (91723)	11%	13%
La Puente (91744)	11%	13%
La Puente (91746)	11%	13%
Rowland Heights	11%	13%
Irwindale (91010)	10%	13%
Covina (91723)	9%	13%
Charter Oak	9%	13%
San Dimas	9%	13%
Glendora (91740)	9%	13%
Hacienda Heights	8%	13%
La Verne	8%	13%
West Covina	8%	13%
Diamond Bar	7%	13%
Covina (91722)	6%	13%
Walnut	6%	13%
Glendora (91741)	6%	13%

Source: Educational Attainment, American Community Survey 5-year estimates, population 25 years and over.
Note: Cities with more than one ZIP code are listed multiple times.
Return to Graph 11

Data for Graph 12. Median family income for cities in Mt. SAC's service area.

Mt. SAC District Cities	Median Family Income, district cities	Median Family Income, LA County
Glendora (91741)	$122,125	$71,358
La Verne	$115,740	$71,358
Diamond Bar	$115,018	$71,358
Walnut	$113,087	$71,358
San Dimas	$109,185	$71,358
Glendora (91740)	$98,468	$71,358
Irwindale (91010)	$97,041	$71,358
Covina (91724)	$95,017	$71,358
Charter Oak	$95,017	$71,358
Hacienda Heights	$93,793	$71,358
West Covina	$89,456	$71,358
Covina (91722)	$88,860	$71,358
La Puente (91746)	$80,517	$71,358
Covina (91723)	$78,397	$71,358
Rowland Heights	$77,626	$71,358
La Puente (91744)	$75,904	$71,358
Irwindale (91702)	$73,254	$71,358

Mt. SAC District Cities	Median Family Income, district cities	Median Family Income, LA County
LA County	$71,358	$71,358
Baldwin Park	$69,496	$71,358
Pomona (91767)	$69,490	$71,358
Pomona (91768)	$62,734	$71,358
Pomona (91766)	$60,072	$71,358

Source: Educational Attainment, American Community Survey 5-year estimates, population 25 years and over.
Note: Cities with more than one ZIP code are listed multiple times.
Return to Graph 12

WEAVING OUR STORY

Accreditation 2024

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