

I.B. Assuring Academic Quality and Institutional Effectiveness

- 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. 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 Employee 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 Purpose and Function**). Committee representatives actively seek input from their constituency groups and use formal processes to regularly report updates (**I.B.1.4 Purpose and Function for SEC, SPEAC, CED, GPCCC; I.A.4.4 PAC Purpose and Function**). 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 the Curriculum & Instruction Committee (C&I) for consideration as part of a full review of the course (**I.B.1.9 Outcomes Report to C&I**). 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 SCE course outcomes to their noncredit 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% 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.3.7 Student Equity Plan 22-25**). The Student Equity Committee 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 the achievement gap. As part of shared governance, a workgroup of faculty, management, and classified professionals, the Student Equity Committee (SEC), and the Student Success and Support Program monitor 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 R&P, SEC, SPEAC Minutes on Equity**). A new council, Diversity, Equity, Inclusion, Social Justice, Anti-Racism (DEISA) will review recommendations and coordinate College initiatives, research, and activities related to DEISA (**I.B.1.16 DEISA Council 10-12-22**). Student Services and the Office of Instruction 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**).

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, Planning for Institutional Effectiveness (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**). Noncredit 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 the Curriculum & Instruction Council 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 and Student Services 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 Summit**). 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; managers 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**). Program level outcomes for degrees and certificates are available in the College catalog (**I.B.2.7 Mt. SAC Catalog pg. 52 – 215**). Credit and noncredit faculty, and student service representatives on the Outcomes Committee, facilitate outcomes communication across campus (**I.B.1.8 Outcomes Committee Members**). 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 Bus 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**). Annually, the best example of outcomes assessment is honored with the 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**).

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 generally 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 managers 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, Core Values**). 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 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 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 ED 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 College 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 Dashboard 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 forthcoming 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 Education 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**).

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.2.5 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 student population 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**).

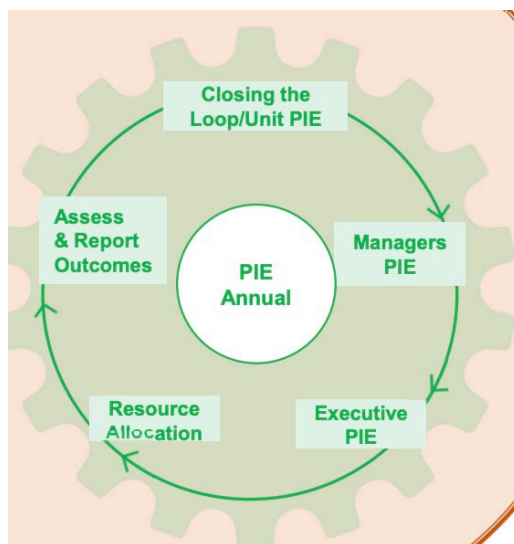


Figure I.B.4.1 Annual Program Review Process

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, evaluate their effectiveness using data, think critically about student learning outcomes assessment and the impact on student learning, and plan for how 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 requests 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 increasing service 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.

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**). 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.5.4 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 College 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**). 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 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**). 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.2.22 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.1.27 F21 and Spr22 Plan Summit; 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 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.4.6 PIE Data Dashboard with Psychology; 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.1.27 F21 and Spr22 Plan Summit; I.B.1.28 SS & Library Resources 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 with Equity Focus**).

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 ITIL 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.5.7 20-21 Rates by Modality; I.B.5.8 Success and Retention Data; I.B.5.4 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 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; IB.7.5 BP 2410 Board Policies and Administrative Procedures; I.B.7.6 Academic Senate 11-10-22 p. 4; I.B.7.7 PDC Minutes). 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.7.8 DLC and Senate Minutes; I.B.7.9 PAC Minutes 1-25-23; I.B.7.10 BOT AP 4105 Approval)**.

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.7.11 C&I Minutes)**. Student and learning support services evaluate the efficacy of programs to enhance services **(I.B.7.12 SS Who We Lost Data Analysis; I.B.7.13 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)**. 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.7.14 Closing the Loop Surveys; I.B.7.15 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.4.3 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. Discussions at SCUP-facilitated retreats have created a foundation for the evaluation of College planning processes and alignment of planning with resources **(I.B.7.16 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.7.17 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 p3)**. 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.7.18 Business PIE Planning Meeting; I.B.7.19 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.7.20 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.7.21 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. Institutional program reviews can be accessed by constituencies on the Institutional Effectiveness Committee (IEC) website **(I.B.8.1 IEC website)**. The President 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.5.6 RIE Data Dashboards; I.B.3.7 RIE Annual reports**). Data posted on the College Website is available in Nuventive for program review analyses (**I.B.5.4 PIE data dashboard**). 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 (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**).

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, Core Values). The College planning process is shaped by President's Advisory Council (PAC) under Board Policy (BP) and Administrative Procedure (AP) 3250 Institutional Planning (I.A.3.2 BP 3250; I.A.3.1 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; I.A.2.5 Strategic Plan).

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

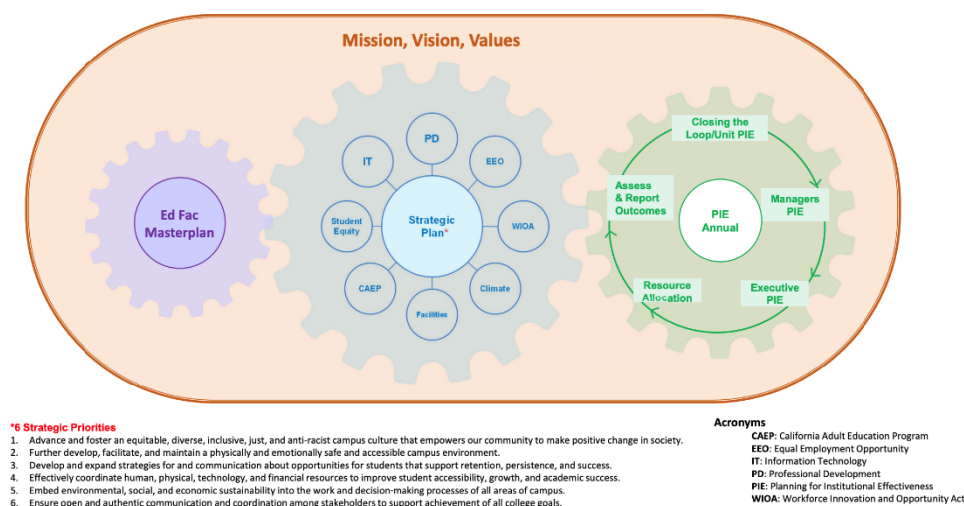


Figure I.B.9.1 Process Map of Integrated Planning

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). 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.2.5 Strategic Plan; I.B.5.14 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.3.7 Student Equity Plan 19-22; 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 Comm 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 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, Provost, or the President (**I.B.9.10 Natural Sciences Division PIE; I.B.9.11 VP Student Services PIE Summary**) Vice Presidents, the Provost, or the President review, summarize, and prioritize with their teams. The highest-ranked resource requests are discussed at 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 as a result of their program review have been instrumental to their success, which is 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.7.17 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 PIE page numbers (**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, the Provost, and the President (**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, Vice Presidents, and Provost 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 student learning outcomes (SLO) assessment process. 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 meaningful to faculty, staff, and students. Implementation will include specialized training for academic, student services, and learning resource units in outcomes assessment and program improvement reporting.

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