

II.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. 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, Core Values; I.A.1.3 PAC Approval of Mission**). The College catalog defines Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs), requirements for certificates and degrees, including employment and transfer outcomes to ensure this alignment to the mission (**II.A.1.1 Deg & Cert SLO Req Catalog; IIA.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; I.B.2.8 AP 4020**). 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) which are 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 report 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 pg. 52 – 215**). Data demonstrates 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 2017/18- 2020/21**).

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 adjunct 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 (**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), Curriculum and Instruction Council (C&I), as well as the Distance Learning Committee (DLC) if appropriate (**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 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.1.20 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.1.21 Math and English COP**). Other departments and areas have also created COPs to redesign curriculum for improving student learning and outcomes (**I.B.1.22 COP Team CoCo; I.B.1.23 SEAP COP Work Plan; I.B.1.24 AmLa Dept COP**). Per the faculty bargaining agreement, adjunct 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 adjuncts. SCE has prioritized funding in restricted and unrestricted budgets to provide these opportunities for adjunct faculty (**II.A.2.7 Adjunct Faculty Compensation FA Contract, Credit and Noncredit Faculty; II.A.2.8 SCE Email Adjunct Compensation for Meetings**). For example, the English as a Second Language (ESL) department, which currently has over 50 adjunct professors but only two full-time professors, often invites adjunct 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% gap between the lowest and the highest performing groups at Mt. SAC (**II.A.2.12 Data Literacy Newsletter**). To address this gap, faculty are encouraged to participate in professional development opportunities on diversity, equity, and inclusion, and equitable teaching practices (**II.A.2.13 Unit PIE with DEISAA Training**). Faculty data coaches in each division reach out to departments to promote data literacy and encourage equitable best teaching practices while faculty Program Learning Outcome (PLO) Liaisons in each division trained and assisted their colleagues in assessing PLOs (**II.A.2.14 Title V Data Presentations; II.A.2.15 PLO Liaisons Description**). Training is also provided for upholding the mission goals of sustainability (**I.A.1.3 PAC Approval of Mission**). 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 the College sustainability goal (**II.A.2.16 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.2.17 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.2.18 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.2.19 PIE Narrative Summary Paralegal Prior Years; II.A.2.20 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.2.21 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.2.22 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.2.23 VPI PIE Summary 2020-21**).

Analysis and Evaluation

All faculty at Mt. SAC ensure that the content and methods of instruction meet generally 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 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 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 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 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 p10**).

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, continuing education, short-term vocational, and contract education

courses (**I.B.4.15 BP 4020; I.B.2.8 AP 4020**). All transferable or degree applicable credit courses are designated collegiate, while non-degree applicable courses include pre-collegiate, and noncredit courses such as continuing education, short-term vocational, and workforce training through contract education (**I.B.2.7 Mt. SAC Catalog: Amla 80 p.275; Short-term vocational p. 421; Continuing Ed p. 409**). Delivery modes for both credit and noncredit courses can include face-to-face, hybrid, 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. 126-127**). 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 into transfer-level courses. The number of pre-collegiate courses scheduled has decreased steadily and significantly since the implementation of AB 705 as noncredit support courses have increased. 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 Department at the Academic Support and Achievement Center (ASAC), which includes dedicated Student Achievement Workshops (**II.A.4.8 ASAC Tutoring**). Students also have access to specific tutoring services with the Math Activities Resource Center for Success (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) noncredit courses in math prep for BSTEM success, math prep for STATS success, and English Prep for College Success (**I.B.1.25 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) 7th edition, Title 5 Regulations, and Education Code (**II.A.5.1 PCAH 8th ed 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. Courses submitted by SCE for University of California (UC) A-G requirements went through a rigorous review process 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) 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 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 Baccalaureate 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 is 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.

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 time period. Mt. SAC offers nearly twenty fully online programs to meet the diverse needs of students (**IIA.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 between 2018-19 and 2020-21 (**II.A.6.4 Cert Decline ACCJC Rprt 2022**).

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.6.5 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.6.6 Near Completer Rpt Fall 21**). Individual departments may also conduct student surveys to inform scheduling sequencing needs (**II.A.6.7 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.6.8 AMC Minutes 10-2022 Page 3- Scheduling Recommendations**).

Units and departments evaluate data for time-to-completion to develop plans to improve completion rates. For example, Mt. SAC communication 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.6.9 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.6.10 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**). 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 and Student Services Academic/Student Services 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 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 (**II.A.7.9 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.7.10 AABS1 DL Form**). All distance learning courses meet 508 accessibility and Title 5 compliance requirements. To facilitate compliance with federal distance education requirements, all instructors must receive certification to teach online courses through a College developed training or an approved equivalent (**II.A.7.11 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.7.12 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.7.13 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.7.14 Modality Success Rates Disaggregated by Ethnicity**). Faculty use this data to determine modalities which best support students (**II.A.7.15 DL Ed Course Success Rates; II.A.7.16 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.7.17 DL BOT Report 11-4-20; II.A.7.18 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.7.19 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 Credit by Examination and AP 4285 (**II.A.8.1 BP/AP 4235 and AP 4285 Credit by Exam**). 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 prerequisite to place new incoming ESL Learners into 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 College 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% of new students report satisfaction with their level placement. Approximately 91% of instructors report satisfaction with student level placement (**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 and AP 4285 Credit by Exam**). 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 Learning Outcomes (ILOs) (**II.A.9.2 Courses Mapped to ILOs; II.A.9.3 Degree Certs Map to ILOs; II.A.9.4 Degree 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 hours or 54 laboratory or activity contact hours (**II.A.9.7 AP 4024 Unit Contact Hours**). 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 Exp Unit Hour**). 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 generally accepted norms and equivalencies in upper division higher education courses (**II.A.3.20 Histotechnology Application p10**).

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 APIBGE**). The College's transfer policies are clearly stated and available to students in the Catalog (**II.A.10.2 Transfer Policies Catalog p 235-255**). 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 inside 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, UCs, and 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 Bachelor's in Histotechnology 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 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 22-23 Catalog**). 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 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**). 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 Notes - Fine Arts**). Student learning outcomes in the histotechnology baccalaureate program are consistent with generally accepted norms in higher education (**II.A.3.20 Histotechnology Application p10**).

Analysis and Evaluation

Mt. SAC uses criteria in the development of Institutional Learning 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.

- 12. The institution requires of all 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. 52-57**). General education 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**). Faculty develop curricula that include student learning outcomes (SLOs) and PLOs linked to 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.12.6 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.12.7 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 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. 58-234**). 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. 52-57**). 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; I.B.2.8 AP 4020**). 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 and degree 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 (SLOs) and programs (**II.A.14.4 Sample Syllabi with Professional Competency SLOs**). Faculty use industry, accrediting, and licensure standards to create course SLOs and program level outcomes 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 programs, such as Certified Nursing Assistant, Emergency Medical Technician, Pharmacy Technician, and Solar Panel 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 is included for 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 Catalog Rights, 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. 21**). 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 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 Nuventive PIE, FCLT**). The annual program review process, Planning for Institutional Effectiveness (PIE), is consistently followed for all college programs regardless of type or mode of delivery as every unit on campus completes the PIE process annually, inclusive of noncredit and career technical certificate programs (**I.B.4.7 Sample PIE Report Mental Health Unit**). The results

of program evaluation are used in institutional planning. For example, in 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 funded 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.5.5 RIE Data Dashboards; 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.2.6 Data Coaching Title V Grant; II.A.2.7. 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. Several processes, activities, and groups that are institutionalized at Mt. SAC 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, 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. This work will begin by clarifying expectations and systematically communicating the assessment cycle and timeline for course, program, and institutional level outcomes. Through the governance process, Mt. SAC will more formally integrate the review of Student Learning Outcomes as part of course approval and the five-year curriculum review process. Increased communication of existing opportunities for adjunct faculty to engage with curriculum, outcomes, and PIE processes will support this effort. Additionally, the focus will be to increase the use of outcomes data in the PIE program review 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

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- I.A.4.1 Mission, Vision, Core Values
- I.A.1.3 PAC Approval of Mission
- II.A.1.1 Deg & Cert SLO Req Catalog
- II.A.1.2 Program Employment Catalog
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