

## A. Introduction

### College History

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

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

In 1842, the site became the eastern edge of the original 48,000-acre Rancho La Puente granted by the Mexican government. For over a century, the area filled with groves of citrus and walnut trees, packing houses, and small farms. During WWII, what is today's Mt. SAC campus, served the nation as a military hospital. Walnut, not yet an incorporated city, consisted of very little

except dirt roads, cacti, and grasslands. Over time, the orchards and small farms began to make way for post-war housing and expanding suburbs. In December 1945, voters from four local high school districts approved the formation of the Eastern Los Angeles County Community College, later renamed after Mt. San Antonio, the snow-capped mountain (popularly known as Mt. Baldy) which is prominently visible in the distance above campus. Mt. SAC's first staff began its tenure on July 1, 1946, and was given a daunting task: create a college and start offering classes by fall. Through dedication and perseverance, the entire campus community achieved the seemingly impossible by opening for class on Sept. 16, 1946 (**INT-A.2 College History Website**).

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

## **Key Developments Since the Last Accreditation Visit**

The last several years at Mt. SAC have been marked by transformational changes. The College joined the national movement to develop Guided Pathways for students. A cross-campus initiative team developed and implemented programs to streamline students’ journeys through college and realigned efforts to support their success (**I.B.6.5 Guided Pathways F21 Update**). The latest bond, Measure GO, approved by voters in November 2018, led to new facilities, including the Student Center, Equity Center, Athletics Complex, and two parking structures. The College is completing a Student Center and Transit Center and is planning for a Campus Store and a Technology and Health building to maintain the continual goal of student-centered buildings (**III.B.2.11 Construction Website**). To complement campus expansion, the College has implemented a new interactive “wayfinding” campus map available online and as an app, which is plottable by criteria such as wheelchair accessibility, gender neutral and accessible bathrooms, and lactation centers (**INT-A.3 Wayfinding Campus Map**).

Mt. SAC fosters a campus-wide culture of sustainability: “People, Planet, and Prosperity” are woven into College practices and policies. Mt. SAC is a signatory on the American College & University Presidents' Climate Commitment (ACUPCC) and Second Nature's Climate Commitment program. The College is also a member of the UN's Race to Zero, with the goal of being a zero-waste campus by 2050. The College is a leader in sustainability design, centering on student well-being and environmental stewardship, with four LEED certified and Silver

buildings and four additional building certifications in progress (**I.B.4.1 EFMP p. 16**). Other sustainability efforts include a climate action plan, a wildlife sanctuary, a sustainability garden with tours, habitat restoration, a student club, a Leaf Course training certificate for faculty to infuse sustainability curriculum into their courses, sustainability internships and volunteer opportunities, a student sustainability awards contest, and plans for an inter-disciplinary Sustainability Certificate for students (**INT-A.4 Sustainability Website**).

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

The College's steady work to support diversity, equity, inclusion, social justice and anti-racism gained momentum after the senseless killing of George Floyd in 2020 and the rise of anti-Asian violence coinciding with the pandemic. The Faculty Senate issued two resolutions, Black Lives Matter and In Support of Asians and Asian Americans and convened a Racial Justice Taskforce (**INT-A.6 Senate Resolutions Black Lives Matter and Asian Americans**). In 2021, the Taskforce recommended steps such as improving recruitment, hiring, and retention of diverse faculty; increasing anti-racist teaching modalities and practices, and infusing these into teaching evaluations; increasing anti-racist trainings and campus events; expanding resources in mental health and basic needs; and serving as a community leader in anti-racism (**INT-A.7 Racial Justice Taskforce Recommendations**). Curriculum work includes a new Ethnic Studies Department, established in 2021, and a planned Ethnic Studies transfer degree. New and redesigned courses have been approved to provide students with multiple options to meet the new state-wide ethnic studies general education requirement. These curricular efforts complement the new Social Justice AAT which debuted in 2019 (**INT-A.8 Ethnic Studies Program; INT-A.9 Social Justice AAT Report**). A new council, Diversity, Equity, Inclusion, Social Justice, and 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**).

President Scroggins initiated the Societal Education for Equity Challenge (SEEC) as a campus-wide call-to-action to analyze current equity efforts and provide recommendations for future planning (**I.B.5.11 SEEC Presidential Initiative**). The Center for Black Culture & Student Success (CBCSS) was established in 2021 and supported by the SEEC. The mission of CBCSS is to create a holistic learning environment for all members of the African Diaspora at Mt. SAC and houses the Umoja Aspire Program and the A2MEND Program. CBCSS provides a computer lab, tutoring, professor office hours, book loans, academic counseling, and learning community courses. Since 2021, CBCSS has served 3,100 students and has documented significant gains in persistence and course success for Umoja Aspire students (**INT-A.10 Umoja Aspire Course Success; INT-A.11 Umoja Aspire Persistence**). Similarly, the El Centro program, which originated in 2018, was expanded in 2023 to include allocated stand-alone space, a full-time director, and dedicated funding through SEAP (**INT-A.12 SEAP Budget Rationale 2021**). El Centro, the Center for Latindad served over 1,200 students in Fall 2022 with events, programs, community outreach, field trips, Learning Communities, counseling, tutoring, and other academic resources (**II.C.1.17 El Centro Update to Cabinet; II.C.1.18 Report on Diversity and Equity Programs to Cabinet**). Mt. SAC is also a Developing Hispanic-Serving Institution (DHSI) with the current Title V Project “Creating an Equity-minded Campus Culture to Improve Student Outcomes” running through 2024 (**INT-A.13 Title V Grant Summary for Cabinet**).

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

The new centers complement existing programs and support centers such as ARISE which implements the Asian American Native American Pacific Islander Serving Institutions (AANAPISI) grant, the Pride Center for LGBTQ students, the Dream Program for undocumented students, the REACH Guardian Scholars program for current and former foster youth, the Mountie Mentor Program, the Minority Male Initiative, TRIO Upward Bound which serves first-generation and/or low-income students, and the Mt. SAC Veterans Resource Center (**II.C.1.18 Report on Diversity and Equity Programs to Cabinet**). In 2019, Associated Student (AS) leadership and the Pride Center worked together in a successful effort to allow students to

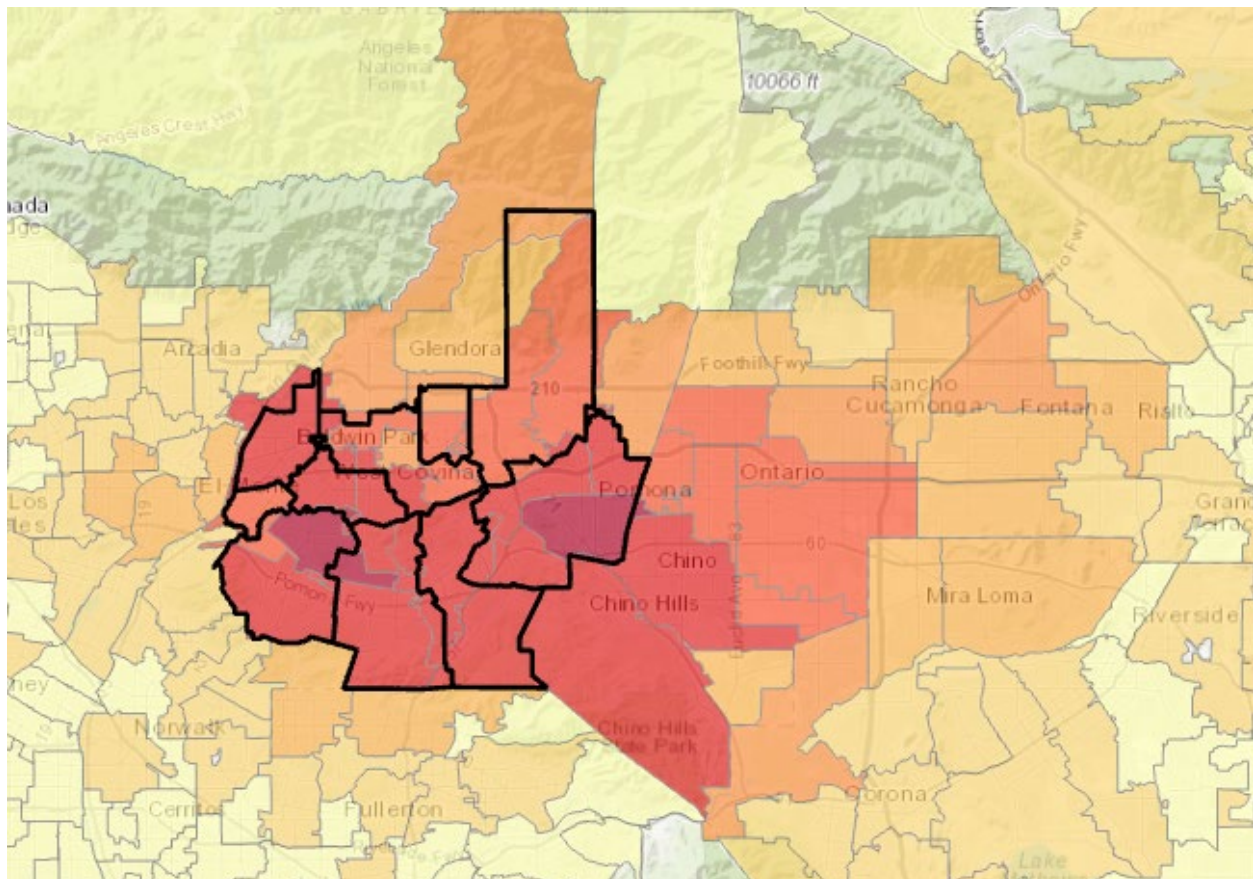
select their preferred name and gender identity on learning platforms and ID card to make the campus a more inclusive and safe space for non-binary and trans students (**INT-A.15 AS Resolution Preferred Identities**). In 2022, AS and Student Services recognized the need to support student parents and initiated an annual Institute for Student Parents and created a dedicated study space (**INT-A.16 Student Parent Support**).

The pandemic and campus efforts in both DEISA and sustainability increased awareness of student needs for support, from emergency funding and food insecurity to technology needs and mental health challenges (**II.C.1.10 Basic Needs Report to BOT 2020**). The College launched a mobile food pantry, expansive technology loan program, and expanded mental health programs (**II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News**). The ongoing and significant expansion to Mt. SAC Basic Needs Resources was recently highlighted in John Burton Advocates for Youth's article on collaborative efforts in several colleges in the state to develop and deliver timely resources and services to maximize support for students in need (**INT-A.17 Promising Partnerships Report**). By June 2021, most staff and managers returned to campus with expanded in-person classes launching fall 2021. The proportion of in-person classes and online classes has ranged from approximately 40-60 to 60-40, based on student demand. The College has focused on re-engagement and retention strategies to help students return to the classroom, receive the support they need to thrive in a changed world, and reach their academic goals. These efforts aid students who have struggled, academically and personally, dropped out of classes, or reduced their class load. People of color and those with fewer financial resources have been most impacted by the pandemic. Expanded outreach efforts include special events, high-touch phone banks, and increased communication (**II.C.1.8 Student Services Plan to Return to Campus; I.B.7.12 Student Services Who We Lost Data Analysis**). Outreach and re-engagement efforts have resulted in a 4% increase in fill rate from fall 2021 vs. fall 2022 and a 6% increase from spring 2022 vs. spring 2023, and an overall 8% increase to FTES enrollments from spring 2022 to spring 2023 (**INT-A.18 Data Dashboards Fill Rates and FTES Enrollment Increase 2022-23**).

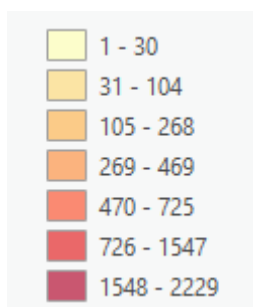
## Student Enrollment Data

Mt. SAC's district boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Figure 1 below shows that many Mt. SAC students, who were enrolled in credit courses during the 2021-22 academic year, live within those communities/cities. Additionally, many students also live outside of the College's district boundaries, particularly in Chino, Chino Hills, and Ontario.

**Figure 1. Mt. SAC District 2021-22 Credit Student Enrollment Map**

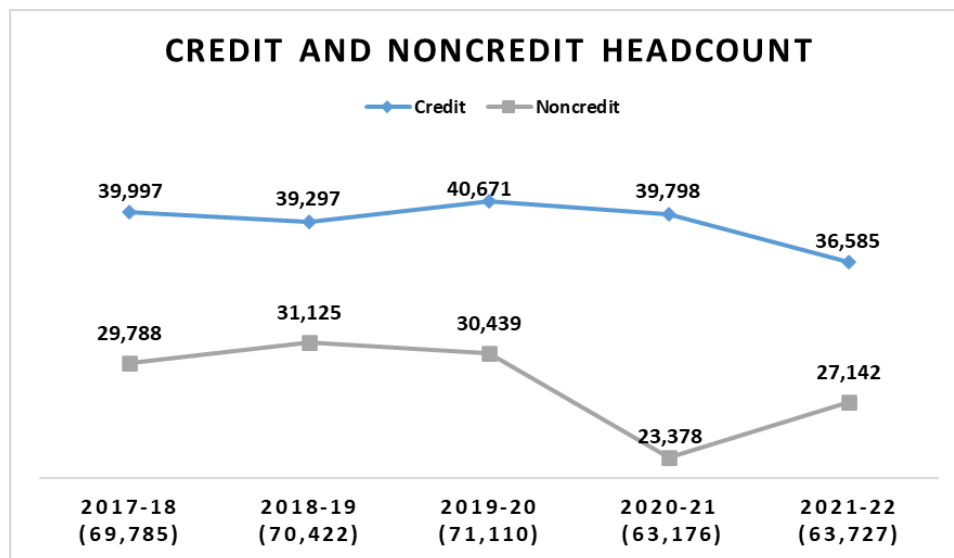


Credit Student Count by Zip Code



Annual credit and noncredit headcounts for the academic years 2017-18 to 2021-22 are provided in Graph 1. Total headcounts for each academic year are provided in parenthesis on the horizontal axis. A decline in credit headcount began in 2020-21 and continued in 2021-22. There was a decline in noncredit headcount in 2020-21 which increased in 2021-22. Declines in headcount for 2020-21 and 2021-22, compared to 2019-20, for both credit and noncredit, are presumed to be due to the pandemic.

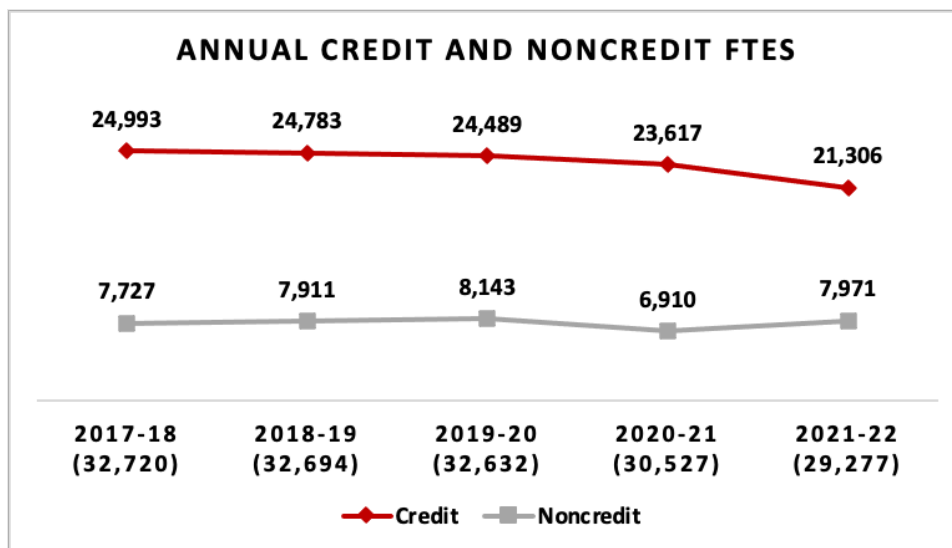
**Graph 1: Credit and Noncredit headcount from 2017 to 2021**



Data source: CCCCCO Datamart

Annual FTES counts for credit and noncredit for the academic years 2017-18 to 2021-22 are provided in Graph 2. Total FTES for each academic year are provided in parenthesis on the horizontal axis. Declines in total annual FTES started in 2020-21 (approximately 6.4% decline compared to 19-20) and continued into 2021-22 (approximately 10% decline compared to 19-20). Declines in credit FTES are most likely due to the lingering effects of the pandemic.

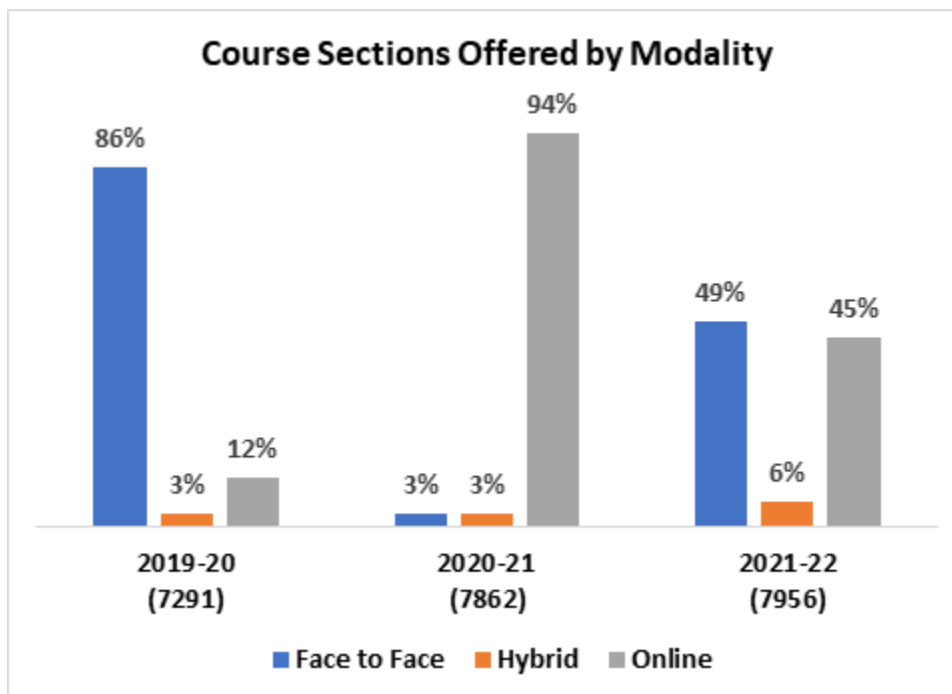
**Graph 2: Credit and Noncredit FTES from 2017-18 to 2021-22**



Data source: 320 Report

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

**Graph 3. Course Sections by Modality for 2019-20 to 2021-22 academic years**

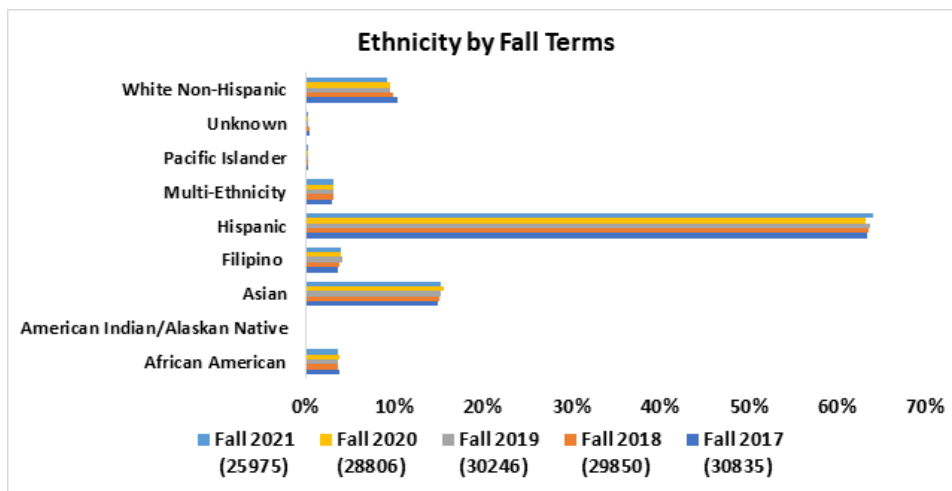


Data source: Student Information System



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

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

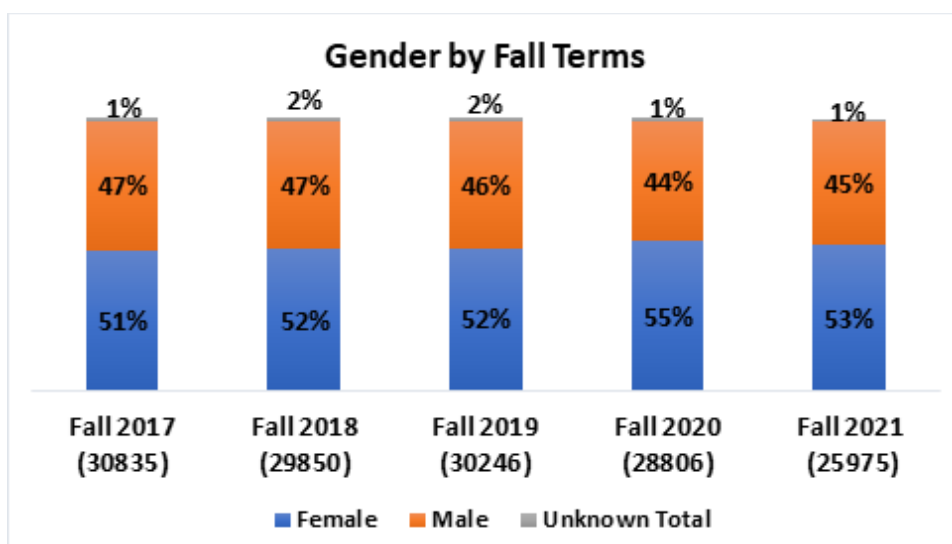


Data source: CCCCO Datamart

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

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

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



Data source: CCCCO Datamart

Note 1: Due to rounding, some total headcount percentages may be slightly above or below 100%.

Note 2: Non-binary response option was added to the CCCApply application in fall 2020.

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

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

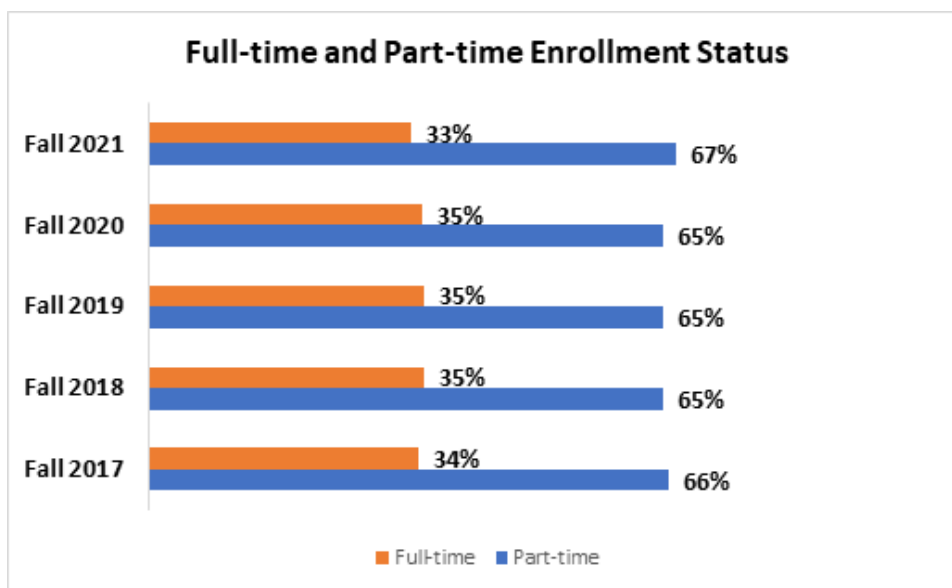
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Mt. San Antonio Total</b>	<b>30,385</b>	<b>100 %</b>	<b>29,850</b>	<b>100 %</b>	<b>30,246</b>	<b>100 %</b>	<b>28,806</b>	<b>100 %</b>	<b>25,975</b>	<b>100 %</b>
CalWORKs - California Work Opportunity & Responsibility to Kids	287	1%	243	1%	223	1%	162	1%	123	0%
CARE - Cooperative Agencies Resources for Education	75	0%	61	0%	78	0%	74	0%	69	0%
DSPS - Disabled Students Programs & Services	1,531	5%	1,164	4%	1,698	6%	1,352	5%	1,365	5%
EOPS - Extended Opportunity Programs & Services	1,120	4%	1,040	3%	1,193	4%	1,092	4%	1,054	4%
First Generation	12,037	40 %	12,112	41%	12,570	42 %	11,516	40%	10,400	40 %
Foster Youth	440	1%	550	2%	572	2%	509	2%	458	2%
Military (Active Duty, Active Reserve, National Guard)	32	0%	13	0%	11	0%	10	0%	6	0%
Special Admit	404	1%	631	2%	1,034	3%	1,184	4%	1,166	4%
Veteran	63	0%	1,009	3%	876	3%	698	2%	588	2%

Data source: CCCCCO Datamart

Note: Special populations is a term used by the Chancellor's Office to categorize students belonging to any of the groups above.

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

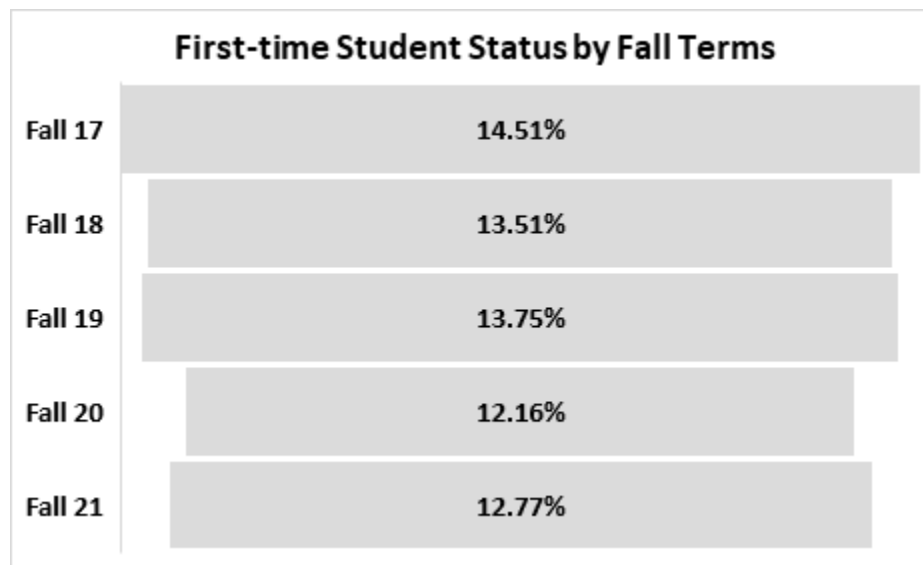
**Graph 6. Credit student units attempted for Fall terms 2017 to 2021**



Data source: CCCC Datamart

First-time credit student status by fall terms is provided in Graph 7. In Fall 17, 14.51% of credit students were first-time students. This percentage has decreased slightly for subsequent fall terms.

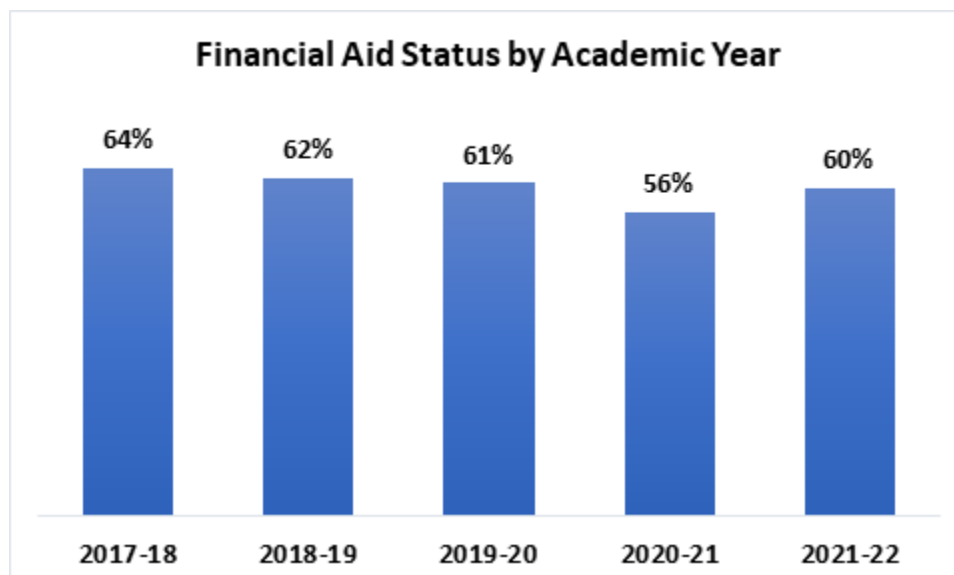
**Graph 7. First-time student status for Fall terms 2017 to 2021**



Data source: CCCC Datamart

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

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



Data source: CCCC Datamart

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

## Labor Market Data

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

**Graph 9. 2020 Employment by industry sector in LA County**



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

The Center of Excellence for Labor Market Research (COE) conducted an analysis of occupational data to determine future employment opportunities. The top ten projected middle-skill occupations by number of annual job openings, and top ten middle-skill occupations with high entry-level hourly wages were identified. Mt. San Antonio College is examining the extent to which its current programs help to prepare students for these careers and will continue to consider the feasibility and viability of any new and expanded programs to fulfill any projected employment gaps.

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

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

Based on the required educational and training credentials, middle-skill jobs are a good fit for community college students and are considered target occupations for completers of Mt. San Antonio College's career education programs. 2020 saw approximately 2,131,000 middle-skill jobs in Los Angeles County, or 43% of the local workforce. The middle-skill occupation with the most projected annual job openings between 2020 and 2025 is home health and personal care aides with 49,800 projected annual job openings. This occupation is expected to grow by 22% through 2025. Childcare workers, secretaries and administrative assistants, except legal, medical, and executive are projected to decline in overall employment as compared to the number of 2020 jobs. However, these occupations are projected to have 8,803 and 7,012 annual job openings, respectively. Middle skill occupations that are expecting growth are registered nurses (5,724 annual job openings), heavy and tractor-trailer truck drivers (5,444 annual job openings), and nursing assistants (4,774 annual job openings). Table 2 displays the top ten middle-skill occupations in L.A. County by the number of average annual job openings.

**Table 2: Middle-Skill occupations in LA County by annual job openings**

SOC	Description	Avg. Annual Job Openings	2020 Jobs	2020-2025 % Change	Entry-Level Hourly Wage
31-1128	Home Health and Personal Care Aides	49,800	253,078	22%	\$ 13.02
39-9011	Childcare Workers	8,803	61,818	5%	\$ 13.14
36-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7,012	66,334	4%	\$ 16.93
43-4051	Customer Services Representatives	6,917	54,488	3%	\$ 15.25
29-1141	Registered Nurses	5,724	87,251	6%	\$ 45.01
43-3031	Bookkeeping, Accounting, and Auditing Clerks	5,689	51,387	3%	\$ 18.55
53-3032	Heavy and Tractor-Trailer Truck Drivers	5,444	44,164	6%	\$ 18.26
31-1131	Nursing Assistants	4,774	33,753	8%	\$ 15.32
43-1011	First-line Supervisors of Office and Administrative Support Workers	4,472	45,574	3%	\$ 22.94
41-4012	Sales Representatives, Wholesale, and Manufacturing, Except Technical and Scientific Products	4,404	45,895	7%	\$ 19.04

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

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

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

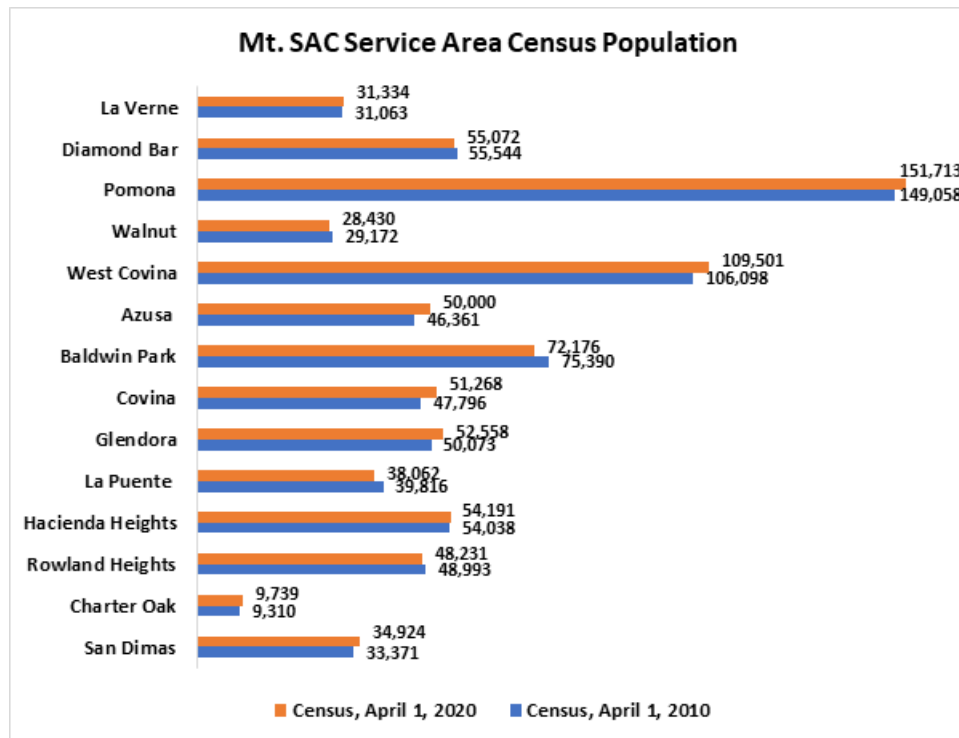
<b>SOC</b>	<b>Description</b>	<b>Entry-Level Hourly Wage</b>	<b>2020 Jobs</b>	<b>Avg. Annual Job Openings</b>
<b>33-1012</b>	First-Line Supervisors of Police and Detectives	\$ 70.27	1,824	126
<b>33-3021</b>	Detectives and Criminal Investigators	\$ 51.53	3,311	253
<b>29-1141</b>	Registered Nurses	\$ 45.01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

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

## Demographic Data

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

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



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



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

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

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

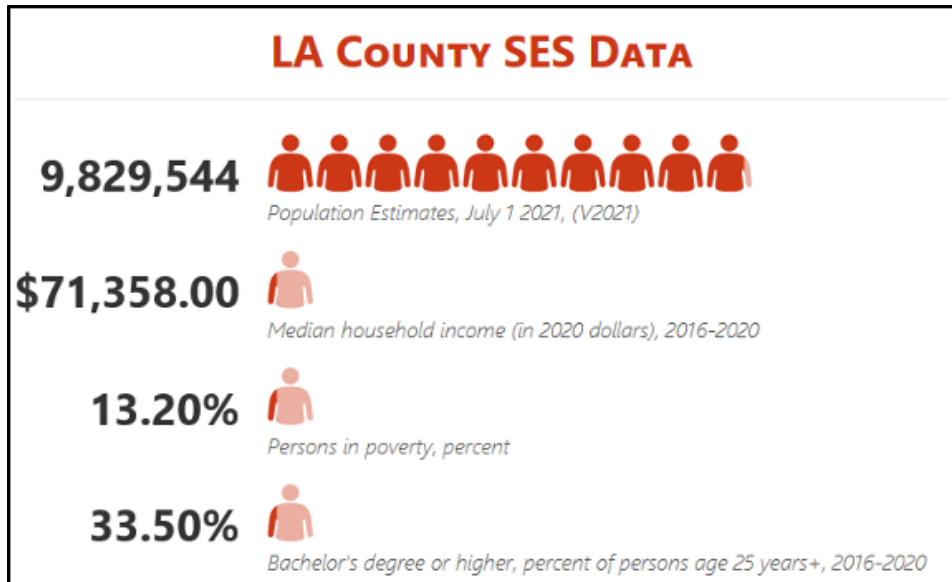
**Table 5. Educational Attainment for cities in Mt. SAC's service area.**

	<b>Educational Attainment- Population 25 and over, HS Graduate (includes equivalency</b>	<b>Educational Attainment- Population 25 and over, Some College, No Degree</b>	<b>Educational Attainment- Population 25 and over, Associate's Degree</b>	<b>Educational Attainment- Population 25 and over, Bachelor's Degree and Above</b>
<b>Irwindale</b>	23.30%	21.10%	8.30%	29.60%
<b>Irwindale</b>	25.90%	20.40%	7.80%	23.80%
<b>Baldwin Park</b>	29.40%	18.70%	4.90%	13.30%
<b>Covina</b>	28.30%	25.50%	7.20%	22.00%
<b>Covina</b>	28.00%	33.40%	3.40%	22.70%
<b>Covina (91724)</b>	22.50%	23.30%	11.70%	31.10%
<b>Charter Oak (91724)</b>	22.50%	23.30%	11.70%	31.10%
<b>Glendora</b>	21.80%	24.90%	11.40%	31.20%
<b>Glendora</b>	18.20%	21.40%	10.00%	46.00%
<b>La Puente</b>	30.40%	18.60%	5.60%	12.50%
<b>Hacienda Heights</b>	23.40%	19.90%	9.80%	34.10%
<b>La Puente</b>	28.90%	19.60%	6.50%	14.00%
<b>Rowland Heights</b>	22.50%	14.40%	9.00%	39.40%
<b>La Verne</b>	18.90%	24.90%	10.50%	39.20%
<b>Diamond Bar</b>	13.70%	17.50%	7.60%	55.30%
<b>Pomona</b>	23.30%	19.90%	5.40%	17.80%
<b>Pomona</b>	26.20%	23.80%	9.40%	18.50%
<b>Pomona</b>	25.50%	24.40%	6.00%	13.60%
<b>San Dimas</b>	19.00%	25.00%	11.70%	38.20%
<b>Walnut</b>	15.40%	16.20%	8.50%	52.10%
<b>West Covina</b>	32.10%	22.40%	8.20%	22.60%

## **Socio-economic Data**

Mt. SAC is located in the city of Walnut in the eastern part of Los Angeles (LA) County. In Los Angeles County, the median household income is \$71,358, slightly higher than the United States median household income of \$64,994.00.

**Figure 2. LA County social economic Data**

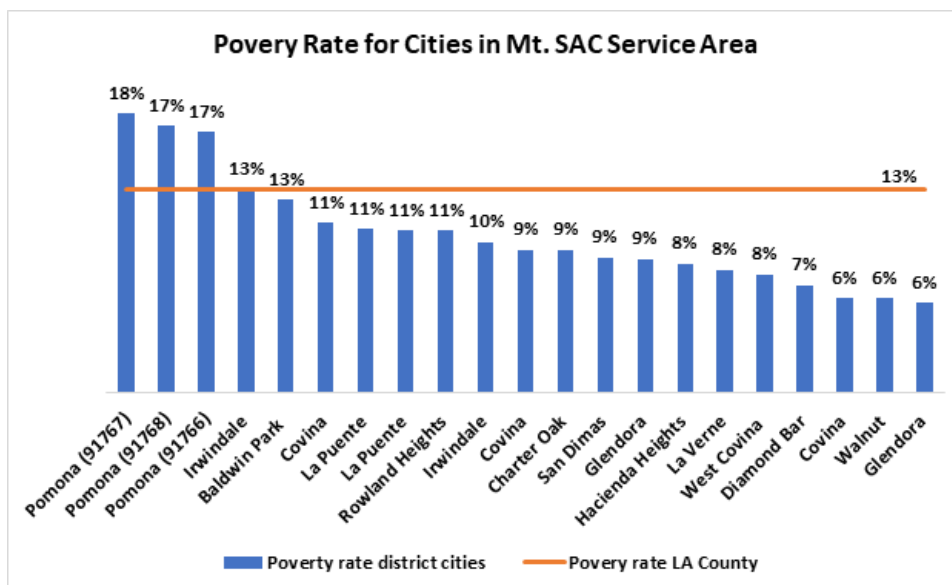


Source:

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

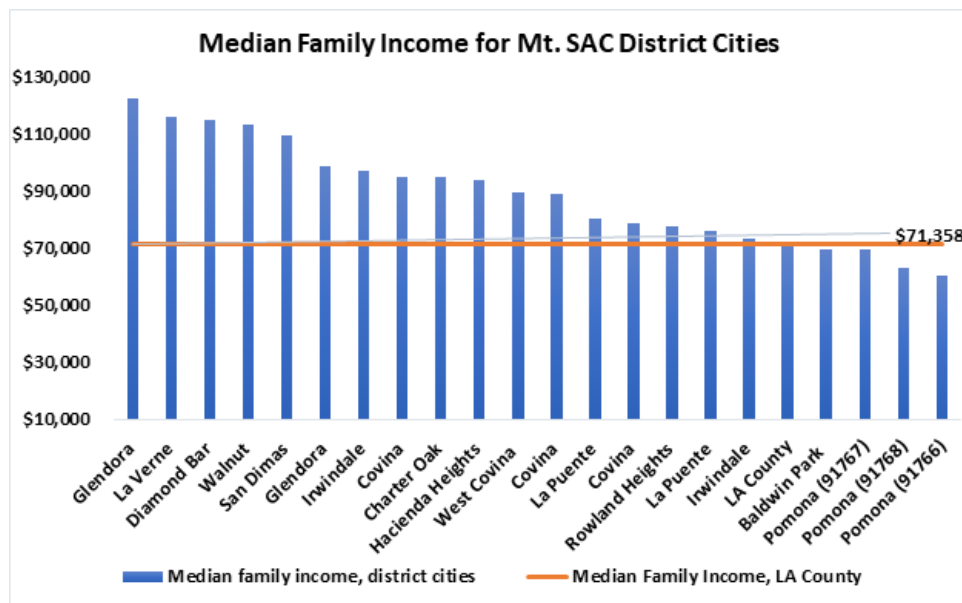
Additional social-economic data for Mt. SAC district cities, including poverty rates and median family income are provided in Graph 11 and 12 below. Pomona (91767) has the highest poverty rate at 18.20%, and all zip codes in Pomona have the highest poverty rates compared to the other in-district cities as well as compared to the L.A. County, California, and US poverty rates. All zip codes in Pomona also have the lowest median family income compared to other in-district cities. The city of Glendora (91741) has the lowest poverty rate at 5.8% and the highest median family income compared to all other in-district cities.

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



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

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



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

## Sites

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

## Specialized or Programmatic Accreditation

In addition to institutional accreditation by ACCJC, the following programs are accredited by external organizations:

Program	Student Earns	Accreditation Agency
<a href="#">Addiction Counseling</a>	A.S. Degree	<b>California Association for Drug/Alcohol Educators</b> 5220 Clark Avenue, Suite 347A Lakewood, CA 90712 <a href="tel:7077222331">(707) 722-2331</a> <a href="http://www.caade.org">www.caade.org</a>
<a href="#">Air Conditioning and Refrigeration</a>	A.S. Degree	<b>HVAC Excellence by ESCO Institute</b> P.O.Box 521, Mount Prospect, IL 60056 <a href="tel:8007269696">(800) 726-9696</a>   <a href="tel:8005463726">(800) 546-3726</a> <a href="http://www.escogroup.org/hvac/">www.escogroup.org/hvac/</a>

<b>Program</b>	<b>Student Earns</b>	<b>Accreditation Agency</b>
<a href="#"><u>Airframe and Aircraft Powerplant Maintenance Tech</u></a>	A.S. Degree	<b>Federal Aviation Administration (FAA).</b> 800 Independence Avenue, SW Washington, DC 20591 <a href="tel:(800)835-5322"><u>(800) 835-5322</u></a> <a href="http://www.faa.gov"><u>www.faa.gov</u></a>
<a href="#"><u>Certified Nursing Assistant and Certified Home Health Aide</u></a>	Course Completion and Noncredit State Certificate	<b>State of California, Health &amp; Human Services, Department of Public Health, Licensing &amp; Certification</b> P.O. Box 997377, MS 3000 Sacramento, California 95899 <a href="tel:(916)552-8632"><u>(916) 552-8632</u></a>   <a href="tel:(916)552-8700"><u>(916) 552-8700</u></a> <a href="http://cdph.ca.gov"><u>cdph.ca.gov</u></a>
<a href="#"><u>Emergency Medical Services - Paramedic Program</u></a>	A.S. Degree	<b>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</b> 9355 113th Street North #7709 Seminole, Florida 33775 <a href="tel:727-210-2350"><u>727-210-2350</u></a> <a href="http://www.caahep.org"><u>www.caahep.org</u></a>
<a href="#"><u>Emergency Medical Technician</u></a>	Emergency Medical Technician (EMT) Course Completion and Noncredit State Certificate	<b>Los Angeles County Emergency Medical Services (EMS) Agency</b> 10100 Pioneer Blvd., Suite 200, Santa Fe Springs, CA 90670 <a href="tel:(727)210-2350"><u>(727) 210-2350</u></a>   <a href="tel:(727)210-2354"><u>fax (727) 210-2354</u></a> <a href="http://dhs.lacounty.gov/emergency-medical-services-agency"><u>dhs.lacounty.gov/emergency-medical-services-agency</u></a>
<a href="#"><u>Fire Technology</u></a>	A.S. Degree and Academy Graduate Certificate	<b>Office of the State Fire Marshall</b> 715 P. Street, Sacramento, CA 95814 <a href="tel:(916)902-9738"><u>(916) 902-9738</u></a> <a href="http://www.osfm.fire.ca.gov"><u>www.osfm.fire.ca.gov</u></a>
<a href="#"><u>Histotechnician Training Program</u></a>	A.S. Degree	<b>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</b> 5600 N. River Rd., Suite 720 Rosemont, IL 60018-5119 <a href="tel:(773)714-8880"><u>voice (773) 714-8880</u></a>   <a href="tel:(773)714-8886"><u>fax (773) 714-8886</u></a> <a href="http://naacls.org"><u>naacls.org</u></a>
<a href="#"><u>Interior Design</u></a>	A.S. Degree	<b>National Kitchen and Bath Association (NKBA)</b> 687 Willow Grove St., Hackettstown, NJ 07847 <a href="tel:1(800)843-6522"><u>1(800) 843-6522</u></a> <a href="http://www.nkba.org"><u>www.nkba.org</u></a>

<b>Program</b>	<b>Student Earns</b>	<b>Accreditation Agency</b>
<a href="#"><u>Licensed Vocational Nurse to RN</u></a>	A.S. Degree	<b>California Board of Registered Nursing</b> 1747 North Market Boulevard, Suite 150, Sacramento, CA 95834 <a href="tel:(916)322-3350">(916) 322-3350</a> <a href="http://www.rn.ca.gov">www.rn.ca.gov</a>   <a href="#">BRN School Survey</a> <a href="#">Interactive Dashboard</a>
<a href="#"><u>Mental Health Technology Psychiatric Technician</u></a>	A.S. Degree	<b>Board of Vocational Nursing and Psychiatric Technicians</b> 2535 Capital Oaks Drive, Suite 205, Sacramento, CA 95833 <a href="tel:(916)263-7800">(916) 263-7800</a> <a href="http://www.bvnpt.ca.gov">www.bvnpt.ca.gov</a>
<a href="#"><u>Paralegal / Legal Assistant</u></a>	A.S. Degree	<b>American Bar Association</b> 321 N. Clark Street, Chicago, IL 60654-7598 <a href="tel:(800)285-2221">(800) 285-2221</a> <a href="http://www.americanbar.org">www.americanbar.org</a>
<a href="#"><u>Psychiatric Technician to RN</u></a>	A.S. Degree	<b>California Board of Registered Nursing</b> 1747 North Market Boulevard, Suite 150 Sacramento, CA 95834 <a href="tel:(916)322-3350">(916) 322-3350</a> <a href="http://www.rn.ca.gov">www.rn.ca.gov</a>
<a href="#"><u>Radiologic Technician</u></a>	A.S. Degree	<b>The Joint Review Committee in Radiologic Technology (JRCERT)</b> 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182 <a href="tel:(312)704-5300">(312) 704-5300</a> <a href="http://www.jrcert.org">www.jrcert.org</a>
<a href="#"><u>Registered Veterinary Technology</u></a>	A.S. Degree	<b>American Veterinary Medical Association</b> 1931 N. Meacham Road, Suite 100 Schaumburg, IL 60173 <a href="tel:(800)248-2862 ext.2862">(800) 248-2862 ext. 2862</a> <a href="http://avma.org">avma.org</a>
<a href="#"><u>Respiratory Therapy</u></a>	A.S. Degree	<b>Commission on Accreditation for Respiratory Care (CoARC)</b> 264 Precision Blvd., Telford, TN 37690 <a href="tel:(817)283-2835">(817) 283-2835</a> <a href="http://www.coarc.com">www.coarc.com</a>
<a href="#"><u>School of Continuing Education</u></a>	N/A	<b>Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC)</b> 533 Airport Boulevard, Suite 200, Burlingame, CA 94010-2009

Program	Student Earns	Accreditation Agency
		<a href="tel:(650)696-1060">(650) 696-1060</a> <a href="http://acswasc.org">acswasc.org</a>

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

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

**Table 1. Course success rates disaggregated by ethnicity**

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

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

**Table 2. Number of Associate Degrees awarded disaggregated by ethnicity**

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

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

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

**Table 3. Number of credit certificates awarded disaggregated by ethnicity**

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

Transfers to four-year institutions disaggregated by ethnicity are presented in Table 4. For each of the three reported years, Hispanic/Latino students accounted for the most transfers,



followed by Asian and white students. For Asian, Black/African American, Hispanic/Latino, and white students, the number of transfers has increased every year from 2018-19 to 2020-21. The number of total transfers has increased every year, from 2018-19 to 2020-21.

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

	2018-19		2019-20		2020-21	
	Count	Percent	Count	Percent	Count	Percent
American Indian/Alaskan Native	1	0%	4	0%	1	0%
Asian	474	28%	493	28%	564	27%
Black/African American	39	2%	46	3%	61	3%
Hispanic/Latino	789	47%	845	48%	1061	50%
International	148	9%	148	8%	140	7%
Native Hawaiian/Pacific Islander	0	0%	3	0%	1	0%
Two or more races	26	2%	27	2%	32	2%
Unknown	56	3%	59	3%	53	3%
White	138	8%	146	8%	198	9%
<b>Total</b>	<b>1671</b>	<b>100%</b>	<b>1771</b>	<b>100%</b>	<b>2111</b>	<b>100%</b>
Institution-Set Standard	<b>2466</b>					
Stretch Goal	<b>2918</b>					

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

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

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

Job placement rate data is obtained from the Career & Technical Education Employment Outcomes Survey (CTEOS), a statewide survey administered annually for the California Community College Chancellor's Office. The survey assesses the employment outcomes of

students who have participated in career technical education (CTE) coursework. Annually, the College submits a list of completers and skills building students, who did not enroll in a subsequent year, to administrators of the CTEOS. Surveys are administered via e-mail, text, and phone. The statewide response rate for 2022 was 20% (**INT- B.1 CTEOS 2022**).

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

**Table 6. Job Placement Rates for 2020-21**

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

### **C. Organization of the Self-Evaluation Process**

Mt. San Antonio College (Mt. SAC) utilizes a solid foundation of campuswide engagement with accreditation through leadership by the Accreditation Steering Committee (ASC) (**IV.B.3.6 ASC Purpose and Function**). Established in 2013, ASC guides ongoing accreditation progress and processes. Co-chaired by the Vice President of Instruction/Accreditation Liaison Office and the Faculty Accreditation Coordinator, ASC meets monthly to engage in accreditation conversations throughout the year. Preparation for the 2024 accreditation cycle began in 2021 with the development of an institutional self-evaluation report (ISER) timeline and a review of Lessons Learned from the mid-term report and last accreditation cycle (**INT-C.1 2024 ISER Timeline; INT-C.2 Lessons Learned 2017**). Analysis of these lessons led to improvements of the process for this cycle, including ongoing outreach to all constituency groups, the additions of an Assistant Faculty Accreditation Coordinator position and an Assistant Dean of Accreditation and Planning position to help coordinate campuswide accreditation work, early inclusion of Information Technology partners, and the formation of an Accreditation Core Team Workgroup to facilitate effective implementation of accreditation processes.

Engagement of the Mt. SAC community in the 2024 ISER development began with a campus contest to create an accreditation theme. ASC selected the winning theme, “Weaving our Story” from 80 submissions and Marketing developed a logo as a visual representation of the integrated elements of inclusion, diversity, and the voices of Mt. SAC that weave through the narrative. Production of a student video narrated by the contest winner was an integral part of connecting students, faculty, classified employees, and administrators to a meaningful ISER preparation process (**INT-C.3 Weaving Our Story Video; IV.B.4.5 Accreditation 2024 Webpage**). Training with the campus community and the Board of Trustees launched the ISER development process in fall 2021. Applying suggested changes from “Lessons Learned,” ASC replaced the old model of large writing teams with 13 smaller Weaving Teams utilizing existing governance structures and consisting of representation from all campus constituency groups. Each Weaving Team had a planner, investigator, documenter, and two designated Core Team liaisons to communicate back to ASC (**INT-C.4 Weaving Team Memo**). Liaisons also trained Weaving Teams, providing lists of key campus groups aligned with the standards to assist with content development and evidence collection (**INT-C.5 Resource Teams Standards Map; INT-C.6 Resource Memo to Academic Senate**). In fall 2022, volunteers throughout the campus community were formed into Finishing Teams to review and polish Weaving Team initial drafts and evidence. Simultaneously the Core Team conducted outreach to all shared governance councils/committees designated as Resource Teams, providing them with copies of draft ISER sections and inviting feedback.

Core Team members partnered with campus colleagues to present Friday Forums on topics including training for classified professional staff, student Weaving Team training led by ASC student leaders, and distance learning workshops related to regular and substantive interaction (**IV.B.4.8 Accreditation Open Forums**). Ongoing updates to the College community included accreditation announcements and newsletters, quarterly reports to Presidents Cabinet, Monthly ASC updates to the President’s Advisory Council (PAC), and Board of Trustee Study Session reports (**IV.B.4.6 Accreditation Email; IV.B.4.7 Accreditation Newsletter; IV.B.4.1**

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

### Accreditation Core Team

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

### Weaving Teams

Standard	Classified Professionals	Faculty	Administrators	Students
I.A. Mission	<ul style="list-style-type: none"> <li>Robert Stubbe, Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>Roger Willis, Academic Senator</li> </ul>	<ul style="list-style-type: none"> <li>Madelyn Arballo, School of Continuing Education</li> <li>Patty Quiñones, Research &amp; Institutional Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Carlos Romero (21-22)</li> </ul>
I.B. Assuring	<ul style="list-style-type: none"> <li>Annel Medina Tagarao,</li> </ul>	<ul style="list-style-type: none"> <li>Loni Nyguen, Biology</li> </ul>	<ul style="list-style-type: none"> <li>Eric Lara, Student</li> </ul>	<ul style="list-style-type: none"> <li>Amber Nuno (21-22)</li> </ul>

Standard	Classified Professionals	Faculty	Administrators	Students
<b>Academic Quality and Institutional Effectiveness</b>	Research & Institutional Effectiveness <ul style="list-style-type: none"> <li>• <b>Cathy Stute</b>, Research &amp; Institutional Effectiveness</li> <li>• <b>Pedro Suarez</b>, Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bruce Nixon</b>, Mental Health</li> <li>• <b>Landry Chaplot</b>, School of Continuing Education</li> <li>• <b>Eloise Reyes</b>, Counseling/A CCESS</li> <li>• <b>Chris Jackson</b>, Kinesiology</li> <li>• <b>Jennifer Hinostroza</b>, Horticulture</li> </ul>	Success and Equity <ul style="list-style-type: none"> <li>• <b>Rosa Royce</b>, Fiscal Services</li> <li>• <b>Patty Quiñones</b>, Research &amp; Institutional Effectiveness</li> <li>• <b>John Vitullo</b>, Natural Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Matthew Sosa</b> (21-22)</li> </ul>
<b>I.C. Institutional Integrity</b>	<ul style="list-style-type: none"> <li>• <b>Marcell Gilmore</b>, Research &amp; Institutional Effectiveness</li> <li>• <b>John Lewallen</b>, Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sara Mestas</b>, Counseling</li> <li>• <b>Loni Nguyen</b>, Biology</li> <li>• <b>Michelle Shear</b>, Dance</li> <li>• <b>Beta Meyer</b>, Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nicole Blean</b>, Writing Center</li> <li>• <b>Meghan Chen</b>, Instruction</li> <li>• <b>Karelyn Hoover</b>, Humanities</li> <li>• <b>Tammy Knott-Silva</b>, Kinesiology</li> <li>• <b>Sylvia Ruano</b>, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Eric Claudino</b>, AS Senate (21-22)</li> <li>• <b>Courtney Larrabee</b>, AS Senate (21-22)</li> </ul>
<b>II.A. Instructional Programs</b>	<ul style="list-style-type: none"> <li>• <b>Lesley Cheng</b>, School of Continuing Education</li> <li>• <b>Irene Pinedo</b>, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kelly Coreas</b>, Respiratory Tech</li> <li>• <b>Carol Impara</b>, Consumer Science and Design Tech</li> <li>• <b>Loni Nguyen</b>, Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meghan Chen</b>, Instruction</li> <li>• <b>Sylvia Ruano</b>, Instruction</li> <li>• <b>Michelle Sampat</b>, Arts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chloe Kim</b>, Student Equity and AS Justice (21-22)</li> <li>• <b>Gavin Ong</b>, AS VP and Activities Senator (21-22)</li> </ul>

Standard	Classified Professionals	Faculty	Administrators	Students
<b>II.B. Library and Learning Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Crystal Mejia</b>, Library/Learning Resources</li> <li>• <b>Krystal Yeo</b>, School of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monika Chavez</b>, Library/Learning Resources</li> <li>• <b>Dianne Rowley</b>, Learning Assistance</li> <li>• <b>Pauline Swartz</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kristina Alvarado</b>, Learning Assistance</li> <li>• <b>Nicole Blean</b>, Writing Center</li> <li>• <b>John Cardenas</b>, Tutorial Services</li> <li>• <b>Katie Datko</b>, Distance Learning/Instructional Tech</li> <li>• <b>Romelia Salinas</b>, Library/Learning Resources</li> <li>• <b>Carlos Santana</b>, Academic Support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Susan Ramuco-Elicerio</b>, Textbooks and Instructional Materials Committee (21-22)</li> <li>• <b>Carlos Romero</b>, Basic Needs Committee (21-22)</li> </ul>
<b>II.C. Student Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Maridelle Acero</b>, Student Services</li> <li>• <b>Alex Brambila</b>, EOPS</li> <li>• <b>Lisa Didonato</b>, Research &amp; Institutional Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jason Hayward</b>, Counseling</li> <li>• <b>Sara Mestas</b>, Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LaTasha Hagler</b>, CalWORKs</li> <li>• <b>Tom Mauch</b>, Student Services</li> <li>• <b>Tami Pearson</b>, School of Continuing Education</li> <li>• <b>Audrey Yamagata-Noji</b>, Student Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arturo Nava</b> (21-22)</li> </ul>

Standard	Classified Professionals	Faculty	Administrators	Students
III.A. Human Resources	<ul style="list-style-type: none"> <li>• <b>Elda Blount</b>, Professional Development</li> <li>• <b>Crystal Granados</b>, Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cara Tan</b>, Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ryan Wilson</b>, Human Resources</li> </ul>	
III.B. Physical Resources	<ul style="list-style-type: none"> <li>• <b>Jason DeArmond</b>, Custodial Services</li> <li>• <b>George Gutierrez</b>, Custodial Services</li> <li>• <b>Cathy Hayward</b>, Design and Construction</li> <li>• <b>Robert Montoya</b>, Grounds</li> <li>• <b>Felipe Ramos</b>, Grounds</li> <li>• <b>Caitlin Rodriguez</b>, Design and Construction</li> <li>• <b>Anthony Stanisci</b>, Custodial Services</li> <li>• <b>Gabriel Tinoco</b>, Carpenter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tania Anders</b>, Geology and Oceanography</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gary Nellesen</b>, Facilities Planning</li> <li>• <b>Ken Bohan</b>, Maintenance and Operations</li> <li>• <b>Eera Babtiwale</b>, Sustainability</li> <li>• <b>Duetta Wasson</b>, Risk Management</li> <li>• <b>Nafiseh Kaeni</b>, Design and Construction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rebecca Contreras</b>, Facilities Advisory Committee (21-22)</li> <li>• <b>Janet Ceja</b> (21-22)</li> </ul>
III.C. Technology Resources	<ul style="list-style-type: none"> <li>• <b>Kate Morales</b>, Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jaishri Meta</b>, Computer Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anthony Moore</b>, Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>John Uy</b>, Information Technology Advisory</li> </ul>

Standard	Classified Professionals	Faculty	Administrators	Students
	<ul style="list-style-type: none"> <li>• <b>Joe Vasquez</b>, Information Technology</li> <li>• <b>Krupa Patel</b>, Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jean Metter</b>, Consumer Science and Design Tech</li> <li>• <b>Rich Patterson</b>, Computer Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chris Schroeder</b>, Information and Data Security</li> <li>• <b>Mark Lowentrout</b>, Arts</li> <li>• <b>Michael Carr</b>, Academic Technology</li> <li>• <b>Monica Cantu-Chan</b>, IT Project Implementation</li> </ul>	Committee (21-22)
III.D. Financial Resources	<ul style="list-style-type: none"> <li>• <b>Brandon Gillett</b>, Business Division</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phil Wolf</b>, Physics/Engineering</li> <li>• <b>Emily Woolery</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Morris Rodrigue</b>, Administrative Services</li> <li>• <b>Rosa Royce</b>, Fiscal Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anqi Zhao</b> (21-22)</li> <li>• <b>An Ha</b>, AS (21-22)</li> </ul>
IV.A. Decision-Making Roles and Processes	<ul style="list-style-type: none"> <li>• <b>Gloria Munguia</b>, Student Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chisa Uyeki</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rosa Royce</b>, Fiscal Service</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Valerie Menna</b> (21-22)</li> </ul>
IV.B. Chief Executive Officer	<ul style="list-style-type: none"> <li>• <b>Yvette Garcia</b>, Event Services</li> <li>• <b>Brigitte Hebert</b>, Presidents Office</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emily Woolery</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Madelyn Arballo</b>, School of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>An Ha</b>, AS (21-22) (22-23)</li> </ul>
IV.C. Governing Board	<ul style="list-style-type: none"> <li>• <b>Liz Callahan</b>, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tamra Horton</b>, English</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Koji Uesugi</b>, Student Service</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Juan Mendoza</b>, Student Trustee (21-22)</li> </ul>



## Finishing Teams

Standard	Classified Professionals	Faculty	Administrators
<b>I.A. Mission</b>	<ul style="list-style-type: none"> <li>• <b>Rosa Asencio</b>, Career Center</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Michael Engelhardt</b>, Music</li> <li>• <b>Missy Cunningham</b>, Administration of Justice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liza Becker</b>, School of Continuing Education</li> <li>• <b>Yen Mai</b>, Marketing</li> <li>• <b>Sara Plesetz</b>, Technology &amp; Health</li> </ul>
<b>I.B. Assuring Academic Quality and Institutional Effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>Eva Figueroa</b>, Faculty Center for Learning Technology</li> <li>• <b>Cathy Stute</b>, Research &amp; Institutional Effectiveness</li> <li>• <b>Doris Torres</b>, Research &amp; Institutional Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stacy Bradshaw</b>, Communication</li> <li>• <b>Chris Jackson</b>, Outcomes</li> <li>• <b>Ken Klawitter</b>, Speech Communication</li> <li>• <b>Irving Lai</b>, Math</li> <li>• <b>Nathan Tharp</b>, Music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fawaz Al-Malood</b>, Business</li> <li>• <b>Minerva Avila</b>, School of Continuing Education</li> <li>• <b>Patty Quiñones</b>, Research &amp; Institutional Effectiveness</li> </ul>
<b>I.C. Institutional Integrity</b>	<ul style="list-style-type: none"> <li>• <b>James Reed</b>, Natural Sciences</li> <li>• <b>Loralyn Isomura</b>, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Malcolm Rickard</b>, Physics</li> <li>• <b>Kim Earhart</b>, History</li> <li>• <b>Sierra Powell</b>, Political Science</li> <li>• <b>Mark Cooper</b>, Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tammy Knott-Silva</b>, Kinesiology</li> <li>• <b>Minerva Avila</b>, School of Continuing Education</li> <li>• <b>Sylvia Ruano</b>, Instruction</li> </ul>
<b>II.A. Instructional Programs</b>	<ul style="list-style-type: none"> <li>• <b>Irene Pinedo</b>, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Victoria Abatay</b>, Nursing</li> <li>• <b>Kelly Coreas</b>, Outcomes</li> <li>• <b>L.E. Foisia</b>, School of Continuing Education</li> <li>• <b>Scott Guth</b>, Math</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Denise Bailey</b>, Natural Sciences</li> <li>• <b>Katie Datko</b>, Distance Learning</li> <li>• <b>Michelle Sampat</b>, Arts</li> <li>• <b>John Vitullo</b>, Natural Sciences</li> </ul>

Standard	Classified Professionals	Faculty	Administrators
		<ul style="list-style-type: none"> <li>• <b>Zina McFarland-Stagg</b>, School of Continuing Education</li> <li>• <b>Maura Palacios Mejia</b>, Biology</li> <li>• <b>Carmen Rexach</b>, Biology</li> </ul>	
<b>II.B. Library and Learning Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Andrea Gonzales</b>, Library/Learning Resources</li> <li>• <b>Jannet Ortiz</b>, Library/Learning Resources</li> <li>• <b>Tiffany Rusich</b>, School of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kolap Samel</b>, Library/Learning Resources</li> <li>• <b>Pauline Swartz</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liza Becker</b>, School of Continuing Education</li> <li>• <b>Romelia Salinas</b>, Library/Learning Resources</li> </ul>
<b>II.C. Student Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Maridelle Acero</b>, Student Services</li> <li>• <b>Cathi Hilario-Alvarado</b>, Student Services</li> <li>• <b>Gio Rodriguez</b>, Student Life</li> <li>• <b>Ana Uriarte</b>, Admissions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alixandria Lopez</b>, Speech Forensics</li> <li>• <b>Cameron Troxell</b>, Math</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesley Johnson</b>, School of Continuing Education</li> <li>• <b>Tom Mauch</b>, Student Services</li> <li>• <b>Koji Uesugi</b>, Student Services</li> </ul>
<b>III.A. Human Resources</b>	<ul style="list-style-type: none"> <li>• <b>Elizabeth Jauregui</b>, Human Resources</li> <li>• <b>Mary McGee</b>, Business</li> <li>• <b>Maile Murillo</b>, Human Resources</li> <li>• <b>Sangvan Thaysangkram</b>, Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Carolyn Lake-Bain</b>, Counseling</li> <li>• <b>Emily Woolery</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jennifer Galbraith</b>, Business</li> <li>• <b>Tami Pearson</b>, School of Continuing Education</li> <li>• <b>Ryan Wilson</b>, Human Resources</li> </ul>
<b>III.B. Physical Resources</b>	<ul style="list-style-type: none"> <li>• <b>Cathy Hayward</b>, Design and Construction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>James Stone</b>, Political Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Joe Jennum</b>, Kinesiology</li> <li>• <b>Gary Nellesen</b>, Facilities Planning</li> </ul>

Standard	Classified Professionals	Faculty	Administrators
	<ul style="list-style-type: none"> <li>• <b>Frances Loera</b>, Library/Learning Resources</li> <li>• <b>Caitlin Rodriguez</b>, Design and Construction</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Tami Pearson</b>, School of Continuing Education</li> </ul>
<b>III.C. Technology Resources</b>	<ul style="list-style-type: none"> <li>• <b>Tom Cao</b>, Information Technology</li> <li>• <b>Kate Morales</b>, Information Technology</li> <li>• <b>Krystal Yeo</b>, School of Continuing Education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Richard Genovese</b>, Fire Technology</li> <li>• <b>Hong Guo</b>, Library/Learning Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fawaz Al-Malood</b>, Business</li> <li>• <b>Anthony Moore</b>, Information Technology</li> <li>• <b>Chris Schroeder</b>, Information and Data Security</li> </ul>
<b>III.D. Financial Resources</b>	<ul style="list-style-type: none"> <li>• <b>Rajni Chawla</b>, Child Development Center</li> <li>• <b>Julie Moreno</b>, Fiscal Services</li> <li>• <b>Yadira Santiago</b>, Administrative Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Martha Hall</b>, Math</li> <li>• <b>Ralph Jagodka</b>, Business</li> <li>• <b>Mary McGuire</b>, Art History</li> <li>• <b>Masoud Roueintan</b>, Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sam Agdasi</b>, Technology &amp; Health</li> <li>• <b>Madelyn Arballo</b>, School of Continuing Education</li> <li>• <b>Morris Rodrigue</b>, Administrative Services</li> <li>• <b>Rosa Royce</b>, Fiscal Services</li> <li>• <b>Marisa Ziegenhohn</b>, Fiscal Services</li> </ul>
<b>IV.A. Decision-Making Roles and Processes</b>	<ul style="list-style-type: none"> <li>• <b>Marlene Espina</b>, Professional Development</li> <li>• <b>Kim Garcia</b>, Arts</li> <li>• <b>Marcell Gilmore</b>, Research &amp; Institutional Effectiveness</li> <li>• <b>Carol Nelson</b>, Presidents Office</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tamra Horton</b>, English</li> <li>• <b>Phil Wolf</b>, Physics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Madelyn Arballo</b>, School of Continuing Education</li> <li>• <b>Karelyn Hoover</b>, Humanities</li> <li>• <b>Michelle Sampat</b>, Arts</li> <li>• <b>Juan Mendoza</b>, Student Trustee</li> </ul>

Standard	Classified Professionals	Faculty	Administrators
	<ul style="list-style-type: none"> <li>• <b>Cynthia Orr</b>, Marketing</li> </ul>		
<b>IV.B. Chief Executive Officer</b>	<ul style="list-style-type: none"> <li>• <b>Brigitte Hebert</b>, Presidents Office</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Beta Meyer</b>, Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Madelyn Arballo</b>, School of Continuing Education</li> <li>• <b>Meghan Chen</b>, Instruction</li> <li>• <b>Jill Dolan</b>, Public Affairs</li> <li>• <b>Kelly Fowler</b>, Instruction</li> <li>• <b>Adrienne Price</b>, Grants</li> </ul>
<b>IV.C. Governing Board</b>	<ul style="list-style-type: none"> <li>• <b>Liz Callahan</b>, Instruction</li> <li>• <b>Yvette Garcia</b>, Events Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jessica Jun</b>, Nursing</li> <li>• <b>Karen Schnurbusch</b>, Physics</li> <li>• <b>Carola Wright</b>, Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nicole Blean</b>, Writing Center</li> <li>• <b>Lance Heard</b>, Humanities</li> </ul>

#### Accreditation Technical Support Team

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

#### D. Organizational Information

[Organizational charts for the President's Office and each Administrative (VP) Unit, with a listing of the names of individuals holding each major position, will be inserted here.]

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

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

Mt. San Antonio College (Mt. SAC) is a public, two-year community college operating under the authority of the state of California, the Board of Governors of the California Community College, and the Board of Trustees of the Mt. San Antonio College District (**IV.C.6.1 BP 2010 Board Membership**). The Board of Trustees governs on behalf of the residents of the district in accordance with the authority granted and duties defined in the California Education Code Section 70902. The College is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. This accreditation authorizes the College to offer courses which parallel the first two years of the curricula for state universities (**I.C.12.4 ACCJC accreditation letter June 23, 2017**).

ACCJC approved Mt. SAC to offer a Bachelor of Science degree in Histotechnology and an implementation work group is in place (**I.C.12.10 BS in Histotechnology Sub Change Approval Letter; INT-E.1 Histotechnology Workgroup Minutes 5-22-23**). The School of Continuing Education (SCE) is accredited by the Accrediting Commission for Schools Western Association of Schools & Colleges (ACS WASC) (**I.C.12.7 WASC ACS accreditation letter June 29, 2018**). SCE will complete the next ASC WASC cycle in the Spring of 2024.

### **Eligibility Requirement 2: Operational Status**

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

Mt. SAC has operated continuously since its inception in 1946 and, in accordance with the mission, vision and core values, serves students who are actively pursuing degree and certificate programs as well as those with transfer and life-long learning goals (**I.A.4.1 Mission, Vision, Core Values**). The annual headcount for credit and noncredit was 63,727 students for 2021-2022 (**INT-E.2 ACCJC Annual Report 4-23**). The spring 2023 schedule of classes and the current College Catalog further illustrate the College's continuing operational status (**INT-E.3 Schedule of Classes; I.B.2.7 Mt. SAC Catalog**).

### **Eligibility Requirement 3: Degrees**

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

Mt. SAC offers a wide range of educational programs leading to degrees (**INT-E.4 Certificates and Degrees Defined**). A significant proportion of students are enrolled in degree programs.

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

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

A student who is enrolled in the College full-time can complete the requirements for a degree, including general education requirements, in two academic years (**INT-E.5 A-Z Programs List; INT-E.6 Degrees and Programs List; INT-E.7 General Education Requirements**). The full list of degrees, course credit requirements, and length of study for each degree program is listed online in the College Catalog and in the College Course Schedule (**I.C.3.2 College Catalog pp. 52-215**). Mt. SAC saw a total credit student headcount of 36,582 students in 2021-2022, with an enrollment in credit degree applicable courses of 36,397 students (**I.B.5.6 RIE Data Dashboards; INT-E.2 ACCJC Annual Report 4-23**). In 2021-22, the College awarded a total of 3,793 associate degrees and 1,686 certificates (**I.A.2.1 BOT Report – Key Performance Metrics; I.A.2.2 Degree Awards Data**). Non-degree programs are offered in the School of Continuing Education which saw a total student headcount of 36,185 in 2020-21 (**INT-E.8 SCE Research Plan p.4**). Mt. SAC anticipates offering baccalaureate degrees in Histotechnology beginning in the fall of 2024 (**INT-E.1 Histotechnology Work Group Minutes 5-22-23**).

#### Eligibility Requirement 4: Chief Executive Officer

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

**institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The Chief Executive Officer (CEO) of Mt. San Antonio College is appointed by the governing board per Board Policy 2430 (**IV.B.5.1 BP 2430 Delegation of Authority to CEO**). The CEO administers Board Policies and serves as the secretary to the governing board; the president of the Board is elected at the annual organizational meeting by the Board under Board Policy 2210 (**INT-E.9 BP 2210 Officers; INT-E.10 BOT Organizational Meeting 12-14-22**). The President/CEO's office is located in Founders Hall, Building 10 (**INT-E.11 Campus Map**).

President/CEO Dr. William T. Scroggins served from 2011 – 2023 (**INT-E.12 Biographical Information; INT-E.13 President/CEO Videos**). Following the successful tenure of Dr. Scroggins, the College notified the Commission of the newly selected President/CEO, Dr. Martha Garcia who began her presidency in July 2023 (**INT-E.14 mail to ACCJC regarding New CEO; INT-E.15 New President/CEO Announcement**).

#### **Eligibility Requirement 5: Financial Accountability**

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

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

Financial information is disseminated across the campus in a timely manner. Audit findings are also presented to the Institutional Effectiveness Committee and posted on the Fiscal Services website after they are presented to the Board of Trustees. (**III.D.7.2 2020-21 ACCJC Annual Fiscal Report item 17; III.D.7.3 IEC Minutes 3-14-21**). Regular budget presentations are made to the Budget Committee, the President's Cabinet, and the Board of Trustees (**III.D.2.5 2022-23 Adopted Budget Presentation**). The College President also uses his weekly Cabinet Action Notes to disseminate information about budget matters to the campus and community (**III.D.2.12 Cabinet Action Notes 12-13-22 p17**). Standard IIID explains past, current, and proposed budgets, certified independent audits, financial aid program review and audits, and student loan default rates and relevant governmental reports.

#### **F. Certification of Continued Institutional Compliance with Commission Policies**

Mt. San Antonio College (Mt SAC) certifies its continued compliance with the federal

regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

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

### **Standards and Performance with Respect to Student Achievement**

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

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



## Credits, Program Length, and Tuition

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

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

Tuition is consistent across degree programs. All student fees are clearly posted in the Catalog (**I.B.2.7 Mt. SAC Catalog**) and on the website as detailed in Standard I.C.6. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 and Administrative Procedure 4020 (**I.B.2.8 AP 4020 Program and Curriculum Development**). Mt. SAC follows the federal standards for clock-to-credit-hour conversions. Administrative Procedure (AP) 4024 defines a unit of credit as 18 lecture contact hours plus a minimum of 36 additional hours of related independent student work for a total of 54 laboratory or activity contact hours (**II.A.9.7 AP 4024 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 above statements as well as the narrative in Standards on IB.2 and II.A 9 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

## Transfer Policies

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

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

## Distance Education and Correspondence Education

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

Mt. SAC does not offer any correspondence education courses. The College's Administrative Procedure 4105 Distance Learning, defines and classifies distance education in alignment with federal regulations (**II.A.7.9 AP 4105 Distance Learning**). Mt. SAC does not offer any fully online degrees but does offer several fully online certificates (**II.A.6.1 List of Fully Online Programs**). Distance learning courses are developed, reviewed, and evaluated in the institution's curriculum approval processes through the Distance Learning Committee, as facilitated by the Educational Design Committee's course approval process (**II.B.4.7 DLC Purpose and Function**). The Distance Learning Course Amendment Form is the curriculum proposal form to document how a regular course can be offered in online or hybrid modality; the form is an official means for classifying a course as offered online or hybrid (**II.A.3.18 Distance Learning Amendment Form**). All instructors must receive certification to teach online courses through a College developed training or an approved equivalent and must re-certify every four years to maintain eligibility to teach online (**II.A.7.11 DL SPOT and Equivalents**). Training for using the local learning management system is presented through the Faculty Center for Learning Technology (**III.C.4.6 FCLT Resources and Services**).

The web portal allows employees and students to access their approved information (e.g., address, vacation accrual) from anywhere in the world via a password protected environment. Ethos Identity Manager is used for Single Sign-On to control authentication and protect application access (**III.C.3.4 Ethos IdP**). This secure environment and the defined admissions and record-keeping processes enable the College's compliance with the federal mandate on authenticating students who take distance learning classes (**II.C.8.2 AP 3310 Records**). Mt. SAC's Information Technology Department provides sufficient and timely support to students, faculty, and classified staff through Help Desk assistance (**III.C.1.21 IT Help Desk Hours; III.C.1.22 FreshService Report**). The College bases its technology plans and investments on classroom needs to enhance student success and student equity, including programs and services, through the Information Technology Advisory Committee, Distance Learning Committee, and updates to the Technology Master Plan. Technology resource decisions related to online teaching are based on the results of the evaluation of program and services needs through documentation in annual program review (**I.B.9.19 ITAC Purpose and Function; I.B.9.3 Technology Master Plan**). The above statements as well as the narrative in Standards I.B.9, II.B.4, IIA.3, II.A.6, II.A.7, IIC.8, and IIIC.2 demonstrate evidence of Mt. SAC's compliance with the Commission Policy.

### **Student Complaints**

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

Mt. SAC utilizes clear policies and procedures related to discrimination, complaints, and grievances. Students can find Administrative Procedure (AP) 5530 Student Rights and Grievances on the Mt. SAC webpage (**INT-F.6 AP 5530 Student Rights and Grievances**). The Mt. SAC Student Life Complaints and Grievances website and the College catalog provide an overview of the

complaint process (**INT-F.7 Student Life Complaints Website; I.B.2.7 Mt. SAC Catalog p. 479**). The Student Rights and Grievances procedures provide website links for the College's non-discrimination and harassment procedures, the Chancellor's Office complaint on unlawful discrimination, the Office of Civil Rights, and the Department of Fair Employment and Housing. The Student Grievance Form is used to initiate an academic and/or a non-academic complaint (**INT-F.8 Student Grievance Form**).

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

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

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

### **Institutional Disclosure and Advertising and Recruitment Materials**

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

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

system. Individual departments update webpages as their programs and services change.

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

#### **Title IV Compliance**

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

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

#### **Student loan default rates**

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

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

The School of Continuing Education's (SCE) Community Education (CE) department partners with Ed2go, a company which delivers online learning to adults. The agreement between Mt. SAC and Ed2go stipulates that all fiscal and administrative processes are maintained by Ed2go. Student records, online security, and tuition are handled as part of Ed2go's administrative responsibilities. Ed2go monitors enrollment, attendance, student progress, and class completion (**INT-F.15 Ed2go**). To ensure that courses meet the standards for rigor and relevancy, Mt. SAC academic managers periodically review course syllabi and course assignments. Students do not receive college credit, but Ed2go provides certificates denoting satisfactory completion of course objectives. The above statements as well as the narrative in Standards III.D.10 and III.D.16 provide evidence of compliance with this policy.

## Evidence List

### A. Introduction

- INT-A.1 Native Land Walnut California
- INT-A.2 College History Website
- I.B.6.5 Guided Pathways F21 Update
- III.B.2.11 Construction Website
- INT-A.3 Sustainability Website
- I.B.4.1 EFMP p. 16
- INT-A.4 Sustainability Website
- INT-A.5 Return to Campus Taskforce Report 11-18-20
- II.C.1.8 Student Services Plan to Return to Campus
- II.C.1.6 SCE Student Online Support
- INT-A.6 Senate Resolutions Black Lives Matter and Asian Americans
- INT-A.7 Racial Justice Taskforce Recommendations
- INT-A.8 Ethnic Studies Program
- INT-A.9 Social Justice AAT Report
- I.B.1.16 DEISAA Council 10-12-22
- I.B.5.11 SEEC Presidential Initiative
- INT-A.10 Umoja Aspire Course Success
- INT-A.11 Umoja Aspire Persistence
- INT-A.12 SEAP Budget Rationale 2021
- II.C.1.17 El Centro Update to Cabinet
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet
- INT-A.13 Title V Grant Summary for Cabinet
- INT-A.14 Rising Scholars Webpage
- I.B.6.2 Native American Initiatives Report- Student Equity Committee 2022
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet
- INT-A.15 AS Resolution Preferred Identities
- INT-A.16 Student Parent Support
- II.C.1.10 Basic Needs Report to BOT 2020
- II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News
- INT-A.17 Promising Partnerships Report
- II.C.1.8 Student Services Plan to Return to Campus
- I.B.7.12 Student Services Who We Lost Data Analysis
- INT-A.18 Data Dashboards Fill Rates and FTES Enrollment Increase 2022-23

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

- INT- B.1 CTEOS 2022

## C. Organization of the Self-Evaluation Process

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

## ER1

- IV.C.6.1 BP 2010 Board Membership
- I.C.12.4 ACCJC accreditation letter June 23, 2017
- I.C.12.10 BS in Histotechnology Sub Change Approval Letter
- INT-E.1 Histotechnology Workgroup Minutes 5-22-23
- I.C.12.7 WASC ACS accreditation letter June 29, 2018

## ER 2

- I.A.4.1 Mission, Vision, Core Values
- INT-E.2 ACCJC Annual Report 4-23
- INT-E.3 Schedule of Classes
- I.B.2.7 Mt. SAC Catalog

## ER 3

- INT-E.4 Certificates and Degrees Defined
- INT-E.5 A-Z Programs List
- INT-E.6 Degrees and Programs List
- INT-E.7 General Education Requirements
- I.C.3.2 College Catalog pp. 52-215
- I.B.5.6 RIE Data Dashboards
- INT-E.2 ACCJC Annual Report 4-23
- I.A.2.1 BOT Report – Key Performance Metrics
- I.A.2.2 Degree Awards Data
- INT-E.8 SCE Research Plan p.4
- INT-E.1 Histotechnology Workgroup Minutes 5-22-23

## ER 4

- IV.B.5.1 BP 2430 Delegation of Authority to CEO
- INT-E.9 BP 2210 Officers
- INT-E.10 BOT Organizational Meeting 12-14-22
- INT-E.11 Campus Map
- INT-E.12 Biographical Information
- INT-E.13 President/CEO Videos
- INT-E.14 mail to ACCJC regarding New CEO
- INT-E.15 New President/CEO Announcement

## ER 5

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

## F. Certification of Continued Institutional Compliance with Commission Policies

- I.C.1.18 Accreditation Status
- I.C.12.3 Accreditation webpage
- INT-F.1 Announcement of Upcoming Visit
- IV.B.4.9 ISER Comment Form
- IV.B.4.10 ISER Review Listening Sessions
- INT-F.2 ISER Third Party Comment Link
- IB.3.6 ISS and Stretch Goals data dashboards
- IB.3.7 Annual reports on RIE webpage
- I.B.2.7 Mt. SAC Catalog
- I.B.2.8 AP 4020 Program and Curriculum Development
- II.A.9.7 AP 4024 Unit Contact Hours
- II.A.9.8 AP 4103 Work Exp Unit Hour
- INT-F.3 Orientation Guide pp. 10-15
- INT-F.4 BP/AP 4050 Articulation
- INT-F.5 BP/AP 4235 Credit by Exam
- II.A.7.9 AP 4105 Distance Learning
- IIA.6.1 List of Fully Online Programs
- II.B.4.7 DLC Purpose and Function
- II.A.3.18 Distance Learning Amendment Form
- II.A.7.11 DL SPOT and Equivalents
- III.C.4.6 FCLT Resources and Services
- III.C.3.4 Ethos IdP
- II.C.8.2 AP 3310 Records
- III.C.1.21 IT Help Desk Hours
- III.C.1.22 FreshService Report
- I.B.9.19 ITAC Purpose and Function
- I.B.9.3 Technology Master Plan
- INT-F.6 AP 5530 Student Rights and Grievances
- INT-F.7 Student Life Complaints Website
- I.B.2.7 Mt. SAC Catalog p. 479
- INT-F.8 Student Grievance Form
- INT-F.9 Financial Aid FERPA Website
- INT-F.10 Level I Sample
- INT-F.11 Level II Sample
- INT-F.12 Level III Results
- INT-F.13 Grievance Review Results
- INT-F.14 OnBase User Guide
- INT-F.15 Ed2go