MT. SAN ANTONIO COLLEGE

Accreditation **Self-Study** 2004

Building On Our Strength

MT. SAC

MT. SAN ANTONIO COLLEGE

Institutional Self Study Report in Support of Reaffirmation of Accreditation

Submitted by:

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789-1399

Submitted to:

Accrediting Commission
for Community & Junior Colleges

Western Association of
Schools and Colleges

August 2004

Certification of the Institutional Self Study Report

Date: August 2004

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

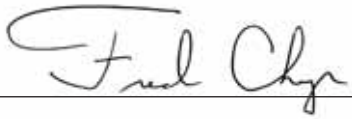
From: Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789-1399

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Christopher C. O'Hearn, Ph.D. — *President/Chief Executive Officer*

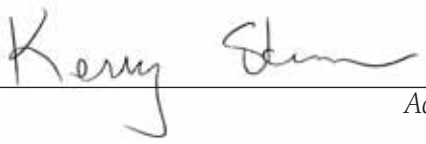


Fred Chyr — *President, Governing Board*

Robertson Wellen — *President, Academic Senate*

Kathi Van Natter — *President, Classified Senate*

William Chiu — *President, Associated Students*



Kerry Stern — *Accreditation Liaison Officer*

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Introduction

Building On Our Strength

MT. SAC

History & Organization of the Institution & Demographic Information

For 58 years, Mt. San Antonio College (Mt. SAC) has been a leader among community colleges. One of 72 publicly supported community college districts in California, Mt. SAC is known for its open, caring, and supportive learning environment. The 421 acre campus is situated in the center of the 10 school districts (with 36 public and four private high schools) and 17 communities it serves. The College district encompasses an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east.

The expansion of the College has paralleled that of the San Gabriel, Pomona, and Walnut Valleys. As of the 2000 Census, approximately 705,900 residents lived in the growing residential and industrial community served by the College.

Today, Mt. SAC is the largest single-college district of the 109 California Community Colleges. The campus is home to over 2,400 full and part-time faculty and staff, and 38,071 students. 24,506 of these students are enrolled in credit classes leading to associate degrees or vocational certificates, and 13,565 are enrolled in non-credit and community education courses.

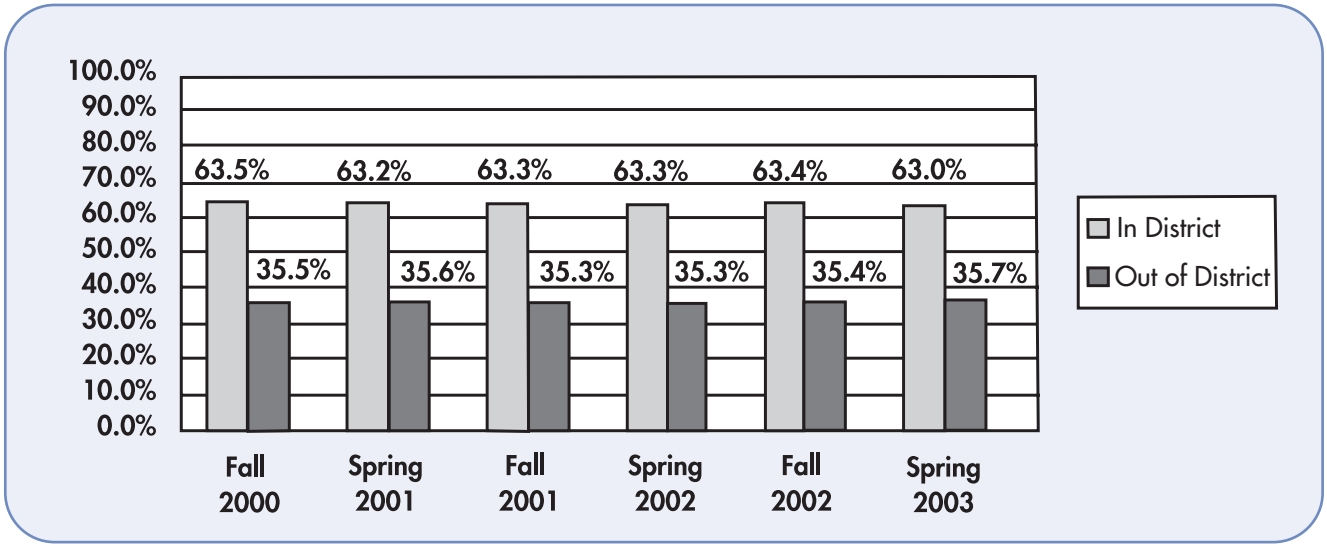
Communities within the College district include Baldwin Park, Bassett, Charter Oak, Covina, and Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. In addition to these communities, a number of enrollments come from outside the district boundaries.

Student Enrollment

Figure 1
IN- VERSUS OUT-OF-DISTRICT ENROLLMENT

Figure 1 displays the district and non-district enrollment for credit students which has remained virtually unchanged since Fall 2000.

In-district enrollment has remained steady at around 63% (compared to 57% reported in July 2000), while out of district enrollment has hovered between 35 and 36%.



(Document: INSIGHTS, October 2003, v13/n16 Mt. SAC Data Warehouse)

Surrounding College Districts

The average enrollment breakdown by surrounding college districts *(Table 1)* shows that students from Chaffey's district are the largest out of district population followed by Citrus and Rio Hondo.

Table 1

Out of District Breakdown - Credit Students

Fall 2000 - Spring 2003

	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Average
Chaffey	53.2%	51.1%	50.1%	49.1%	51.3%	51.6%	51.1%
Citrus	10.8%	11.0%	10.3%	10.5%	10.5%	10.6%	10.6%
East Los Angeles County	6.9%	6.5%	6.9%	7.0%	6.8%	6.3%	6.7%
North Orange County	2.6%	2.6%	2.6%	2.4%	2.5%	2.6%	2.6%
Pasadena	5.7%	5.8%	6.3%	6.2%	6.1%	6.0%	6.0%
Rio Hondo	9.2%	10.1%	10.2%	10.7%	10.2%	9.0%	9.9%
Other	11.6%	12.9%	13.6%	14.1%	12.6%	13.9%	13.1%

(Document: INSIGHTS, October 2003, v13/n16 Mt. SAC Data Warehouse)

In-District Cities

With regards to in-district enrollment, the largest percentages of students live in Pomona, West Covina, La Puente/Bassett/Valinda, and Walnut *(Table 2)*.

It should be noted that Pomona and West Covina are also the largest communities in terms of overall population.

Table 2

In-District Breakdown by City Credit Students

Fall 2000 - Spring 2003

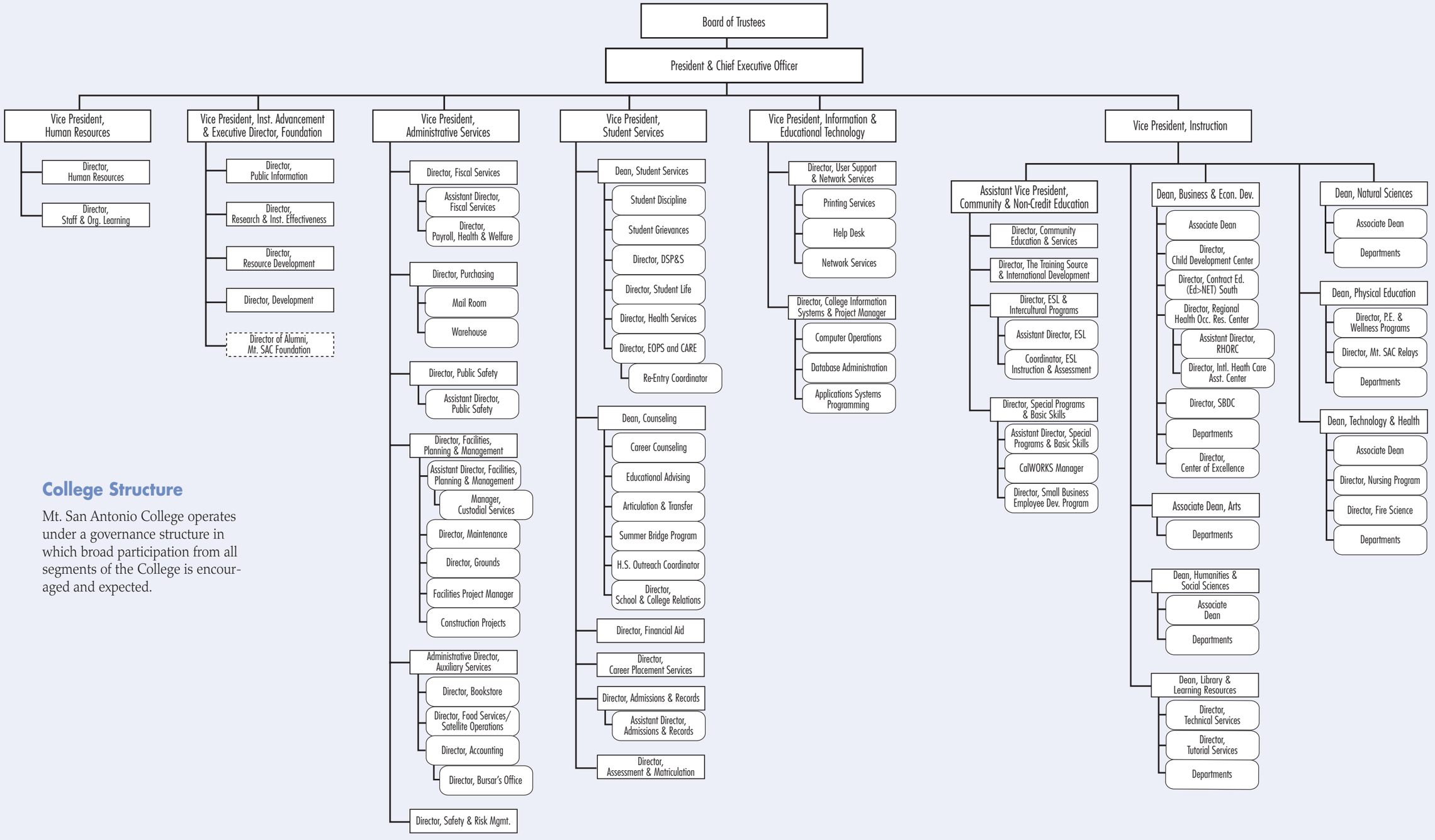
	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Average
Baldwin Park/ Irwindale	4.4%	4.7%	5.5%	5.1%	5.0%	4.8%	4.9%
Charter Oak/Covina	3.1%	3.2%	3.3%	3.4%	3.2%	3.1%	3.2%
Covina	5.8%	5.5%	6.0%	6.0%	5.5%	5.6%	5.7%
Diamond Bar	7.5%	7.8%	7.7%	7.3%	7.5%	7.7%	7.6%
Hacienda Heights	5.0%	4.6%	4.9%	4.9%	4.9%	4.7%	4.8%
La Puente/ Bassett/ Valinda	10.8%	10.6%	10.8%	11.7%	11.2%	10.7%	11.0%
La Verne	4.7%	5.0%	4.5%	4.4%	4.8%	4.8%	4.7%
Pomona	16.9%	16.7%	17.8%	17.8%	16.6%	17.0%	17.1%
Rowland Heights	5.4%	5.3%	4.7%	4.6%	5.4%	5.5%	5.2%
San Dimas	6.3%	6.4%	6.2%	6.2%	6.4%	6.2%	6.3%
Walnut	11.3%	11.1%	10.3%	10.0%	10.4%	10.6%	10.6%
West Covina	16.6%	16.7%	16.0%	16.1%	16.8%	16.9%	16.5%
South Glendora	2.4%	2.5%	2.3%	2.4%	2.3%	2.3%	2.4%

(Document: INSIGHTS, October 2003, v13/n16 Mt. SAC Data Warehouse)

2003-04 Organizational Chart

College Structure

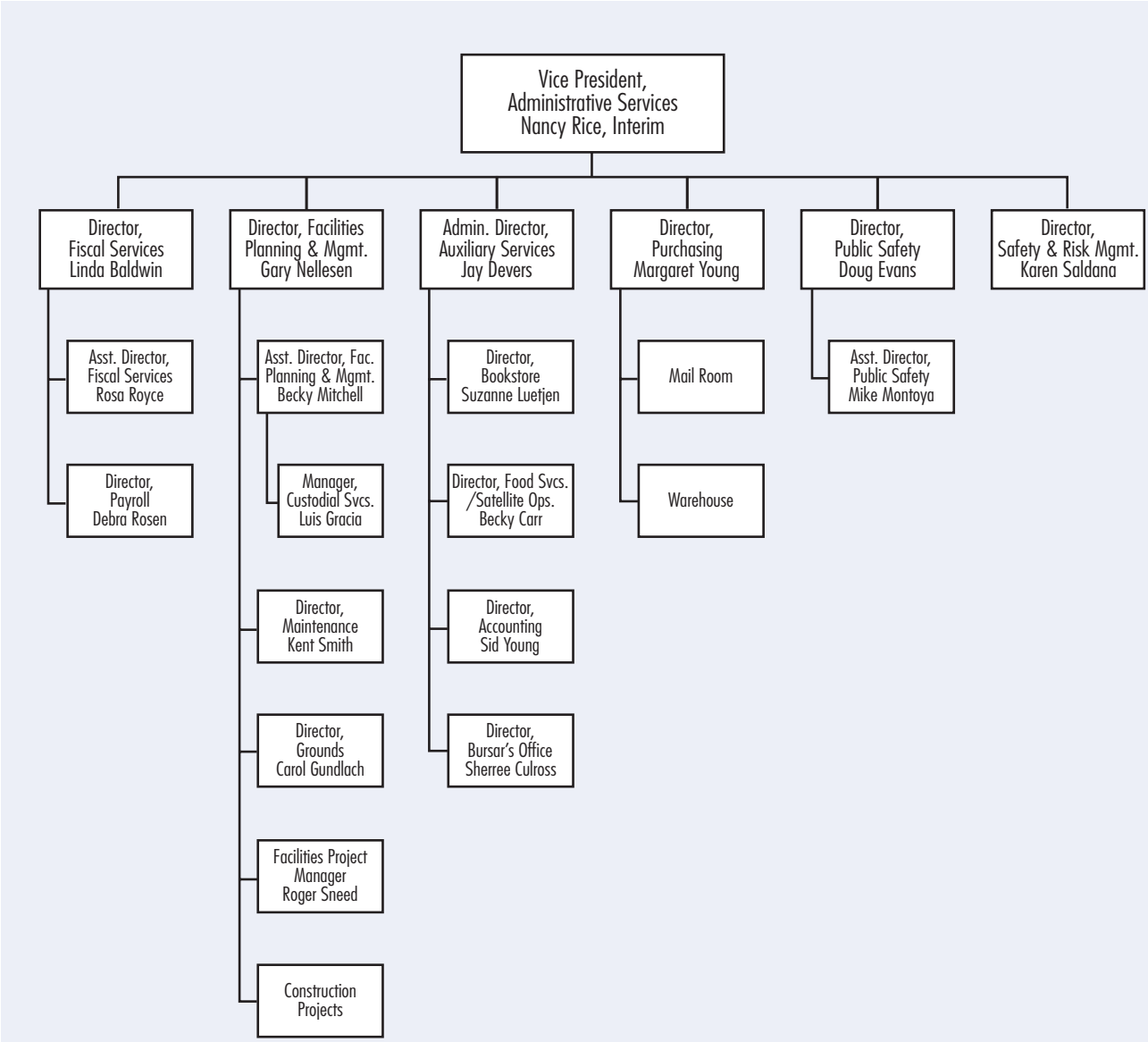
Mt. San Antonio College operates under a governance structure in which broad participation from all segments of the College is encouraged and expected.



Trim 3/8" to accommodate spiral binding when folded

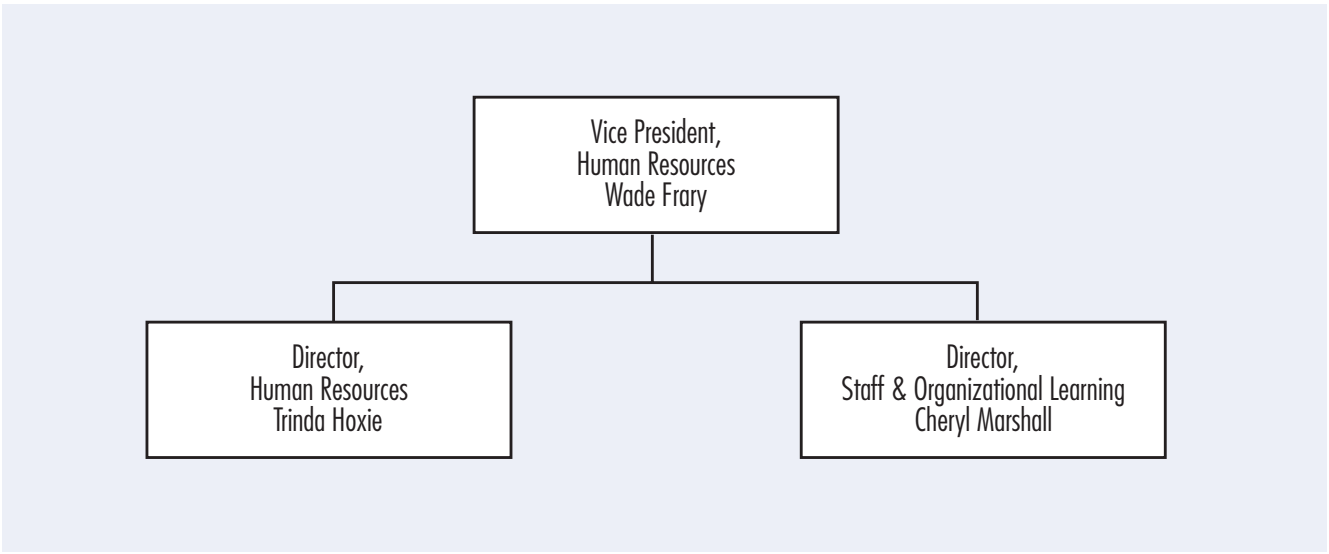
Mt. San Antonio College

Administrative Services Team



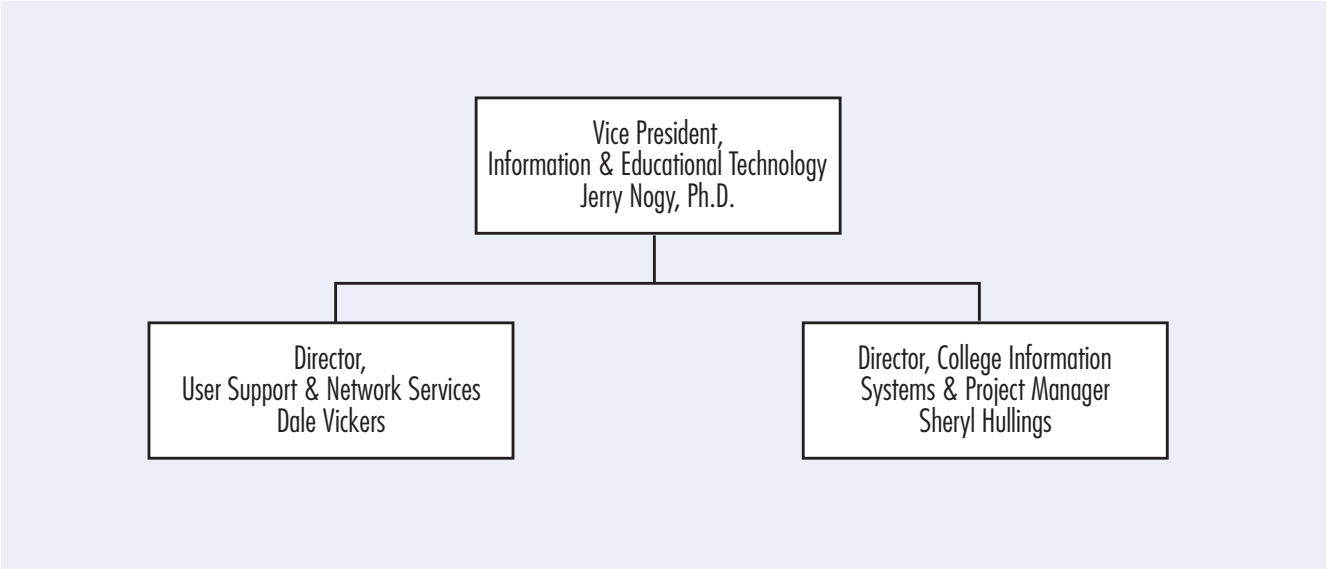
Mt. San Antonio College

Human Resources Team

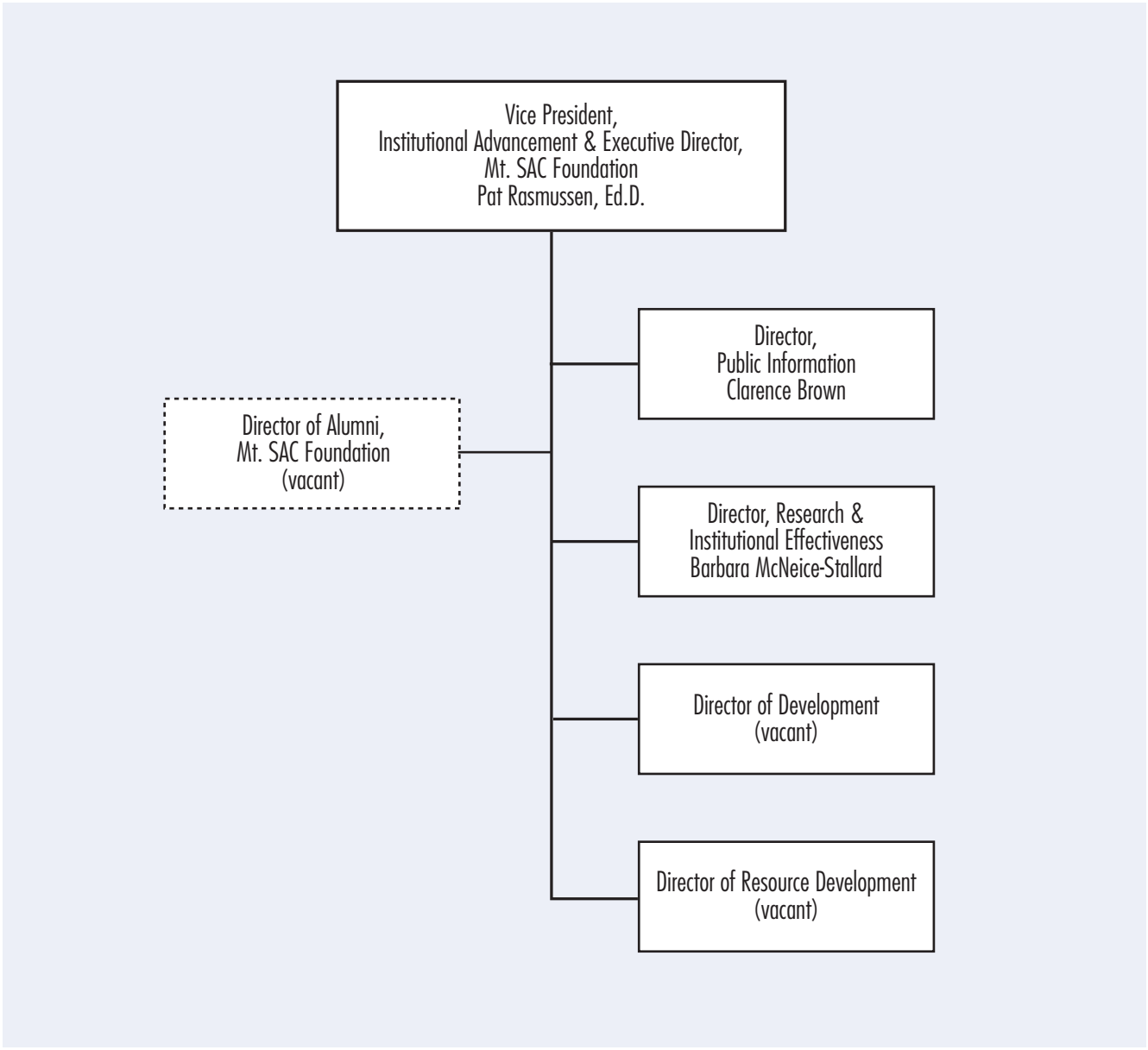


Mt. San Antonio College

Information & Educational Technology Team

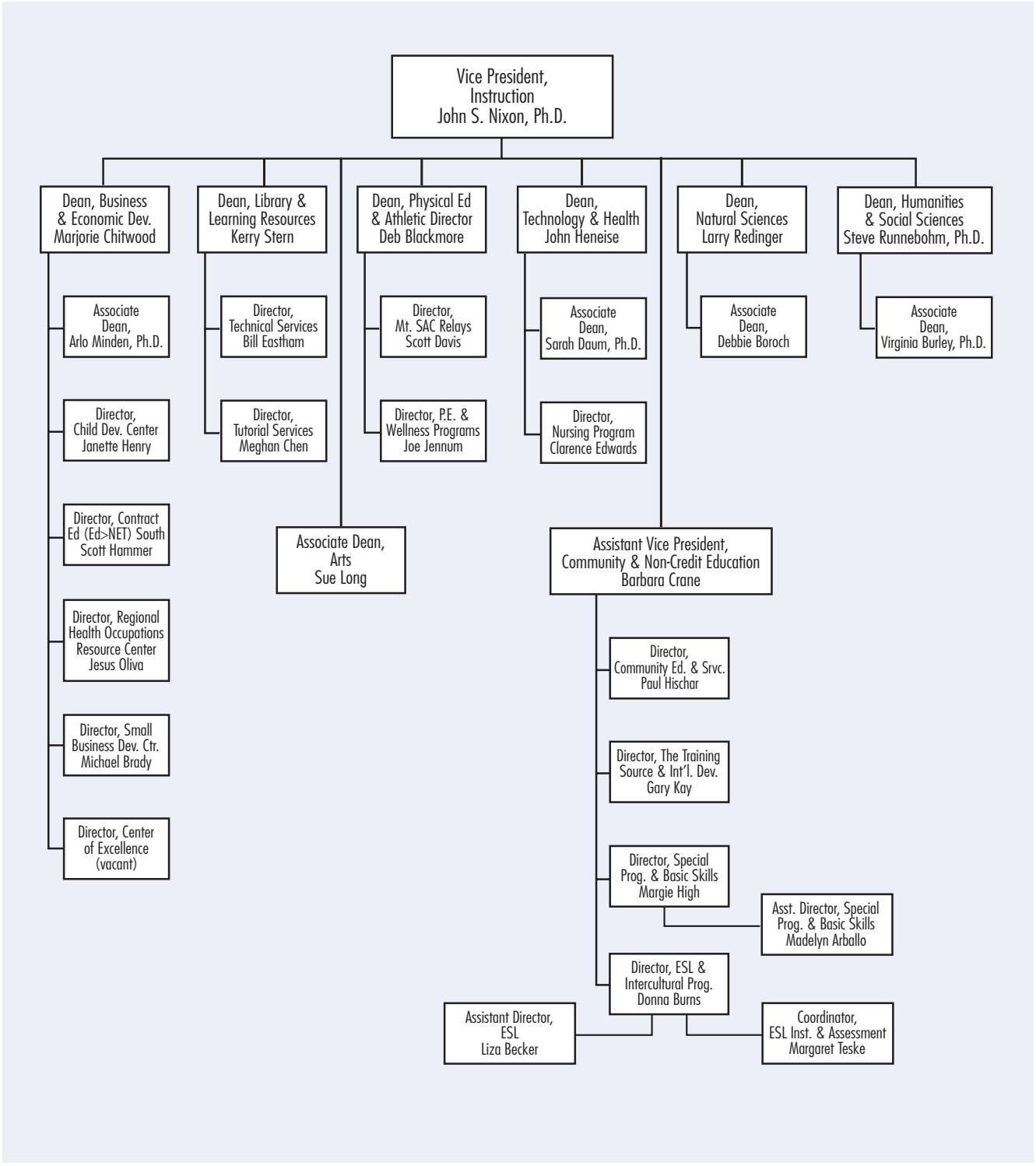


Institutional Advancement Team



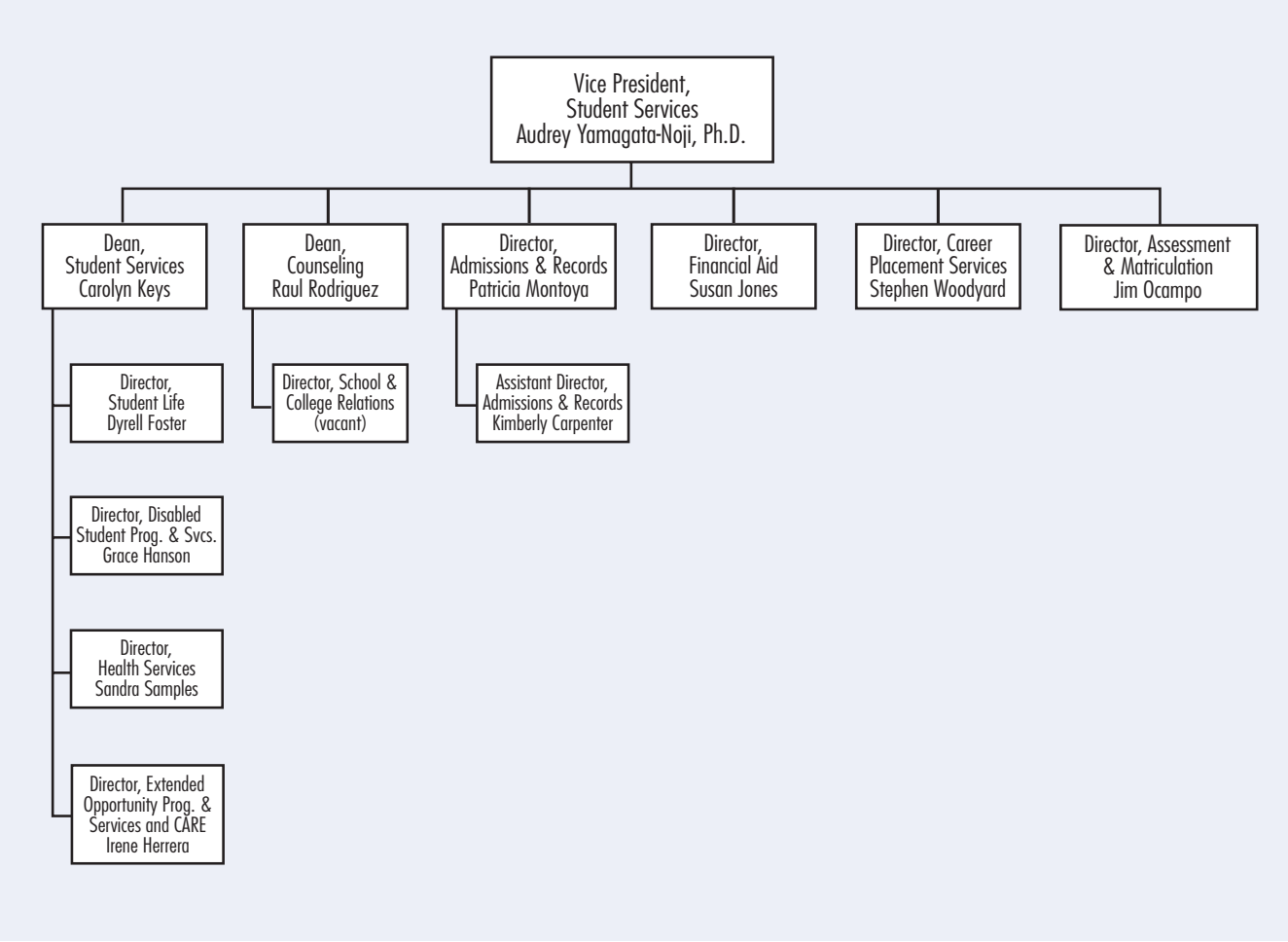
Mt. San Antonio College

Instructional Services Team



Mt. San Antonio College

Student Services Team



Employee Profile

Mt. SAC strives to match the diversity of its staff to its student population. At present, the College's full-time staff composition is 37.8% ethnic minority *(Figure 2).*

Figure 2

Mt. San Antonio College Full-Time Staff Ethnicity for Fall 2003

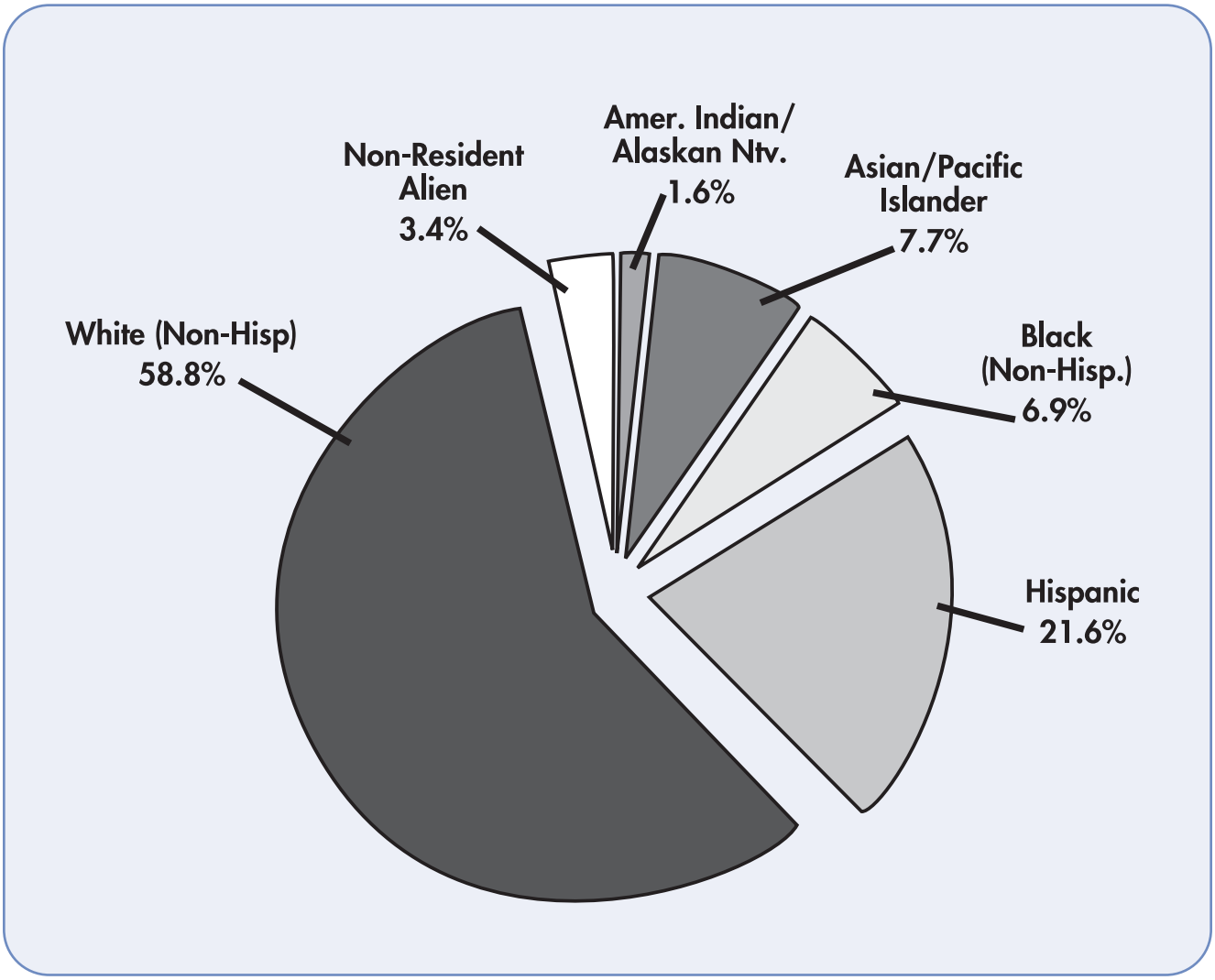


Table 3 charts the change in full-time staff diversity levels between 1997 and 2003. Compared to the ethnic composition of student enrollments, staff is underrepresented in the Asian and Hispanic ethnic categories.

Table 3

Change in Full-Time Staff Diversity 1997 vs. 2003

POSITION/CATEGORY	1997	2003
EXEC/ADMIN/MANAGEMENT		
Note: Not including Auxiliary Services and new hires since January 2004.		
Male	27	24
Female	27	34
TOTAL	**54**	**58**
Amer Ind/Alas Ntv	2	2
Asian/Pac Is	1	2
Black	1	2
Hispanic	10	12
White	40	38
Non-Resident Alien	0	2
FACULTY		
Male	153	180
Female	131	160
TOTAL*	**284**	**340**
Amer Ind/Alas Ntv	4	4
Asian/Pac Is	13	25
Black	16	19
Hispanic	31	39
White	220	239
Non-Resident Alien	0	13
Unknown Ethnicity	0	1
CLASSIFIED		
Professional/Non-Faculty		
Male	0	0
Female	1	0
TOTAL	**1**	**0**
Amer Ind/Alas Ntv	0	0
Asian/Pac Is	0	0
Black	0	0
Hispanic	1	0
White	0	0
Non-Resident Alien	0	0
Secretary/Clerical		
Male	8	21
Female	136	146
TOTAL	**144**	**167**
Amer Ind/Alas Ntv	0	2
Asian/Pac Is	5	12
Black	11	16
Hispanic	37	57
White	91	78
Non-Resident Alien	0	2
Technical/Paraprofessional		
Male	40	68
Female	35	47
TOTAL	**75**	**115**
Amer Ind/Alas Ntv	1	1
Asian/Pac Is	4	14
Black	5	7
Hispanic	19	24
White	46	63
Non-Resident Alien	0	6
Skilled Craft		
Male	19	16
Female	0	0
TOTAL	**19**	**16**
Amer Ind/Alas Ntv	0	0
Asian/Pac Is	1	1
Black	1	1
Hispanic	8	7
White	9	7
Non-Resident Alien	0	0
Service/Maintenance		
Male	64	62
Female	9	10
TOTAL	**73**	**72**
Amer Ind/Alas Ntv	1	3
Asian/Pac Is	1	5
Black	14	8
Hispanic	27	27
White	30	26
Non-Resident Alien	0	3
TOTAL FULL-TIME STAFF BREAKDOWN		
Exec/Admin/Mgmt	54	58
Faculty	284	340
Classified	312	370
TOTAL	**650**	**768**
Male	311	371
Female	339	397
Amer Ind/Alas Ntv	8	12
Asian/Pac Is	25	59
Black	48	53
Hispanic	133	166
White	436	451
Non-Resident Alien	0	26
Unknown Ethnicity	0	1

** There is 1 unknown male ethnicity included in the Faculty Total for 2003. (Document: 1997-98 Accreditation Self-Study [p. 150] and Fall 2003 IPEDS)*

Competitive salary and benefits, together with a positive, supportive work environment, have contributed to a stable workforce as illustrated by the number of employees who have worked at the College for more than 15 years *(Table 4)*.

Table 4

EMPLOYEES WITH 15+ YEARS AT MT. SAC

Fall 2003

Employee Unit	Total Employees	Employees with 15+ Years Experience
Certificated	345	93
Classified Unit A	334	72
Classified Unit B	69	14
Classified Non-Union	21	1
Confidential	12	3
Contract	21	0
Independent Contractors	601	6
Managers *(not including Auxiliary Services and new hires since January 2004)*	58	14
Part-Time Certificated	1738	168
TOTAL	**3199**	**371**

Student Profile

Mt. SAC's student population is diverse. *Table 5* represents the College's population broken down by ethnicity and gender.

Student demographics parallel the ethnicity of the communities served by the College. Fall 2003 credit students attended high school in Europe, the Middle East, Africa, and all 50 of the United States. The Pacific Rim countries contributed students as did countries like Mexico, South and Central America, the Caribbean, and Canada.

Table 5

END-OF-TERM CREDIT ENROLLMENT DATA BY ETHNICITY AND GENDER

Fall 2003

Ethnic Group Sub-Group	ALL STUDENTS		MALE		FEMALE	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian/Alaskan Native	**111**	**0.5%**	**59**	**0.2%**	**52**	**0.2%**
Asian	1,029	4.2%	536	2.2%	493	2.0%
Chinese	2,340	9.5%	1,162	4.7%	1,177	4.8%
Asian Indian	222	0.9%	104	0.4%	118	0.5%
Japanese	248	1.0%	114	0.5%	134	0.5%
Korean	402	1.6%	197	0.8%	205	0.8%
Laotian	30	0.1%	16	0.1%	14	0.1%
Cambodian	75	0.3%	36	0.1%	39	0.2%
Vietnamese	469	1.9%	264	1.1%	205	0.8%
Other Asian	172	0.7%	91	0.4%	80	0.3%
Asian	**4,987**	**20.4%**	**2,520**	**10.3%**	**2,465**	**10.1%**
Black/African American (Non-Hispanic)	**1,392**	**5.7%**	**622**	**2.5%**	**770**	**3.1%**
Filipino	**1,402**	**5.7%**	**715**	**2.9%**	**687**	**2.8%**
Hispanic	3,693	15.1%	1,427	5.8%	2,266	9.2%
Mexican, Mexican-American, Chicano	5,558	22.7%	2,445	10.0%	3,113	12.7%
Central American	440	1.8%	196	0.8%	244	1.0%
South American	349	1.4%	151	0.6%	198	0.8%
Other Hispanic	217	0.9%	106	0.4%	111	0.5%
Hispanic	**10,257**	**41.9%**	**4,325**	**17.7%**	**5,932**	**24.2%**
Guamanian	4	0.0%	2	0.0%	2	0.0%
Hawaiian	16	0.1%	5	0.0%	11	0.0%
Samoan	31	0.1%	19	0.1%	12	0.0%
Other Pacific Islander	55	0.2%	35	0.1%	20	0.1%
Pacific Islander	**106**	**0.4%**	**61**	**0.2%**	**45**	**0.2%**
White/Caucasian (Non-Hispanic)	**5,502**	**22.5%**	**2,578**	**10.5%**	**2,924**	**11.9%**
Other Non-White	447	1.8%	216	0.9%	231	0.9%
Middle Eastern	201	0.8%	97	0.4%	104	0.4%
Other (Non-White)	**648**	**2.6%**	**313**	**1.3%**	**335**	**1.4%**
Unknown/Non-respondent/ Decline to state	98	0.4%	40	0.2%	58	0.2%
TOTAL UNDUPLICATED ENROLLMENT	**24,503**	**100.0%**	**11,233**	**45.8%**	**13,268**	**54.1%**

PLEASE NOTE: *There are 2 unknown student genders.*
Total Unduplicated CREDIT Enrollment is 24,503 (11,233 males + 13,268 females + 2 unknown genders).
(Document: STS105B1, 2/27/2004)

Programs & Services

Mt. SAC is authorized to offer courses that parallel the first two years of the California State University curriculum and qualify a student for upper division admission. The College is accredited by the Western Association of Schools and Colleges.

Educational programs at Mt. SAC are offered by Student Services and eight instructional divisions: Business & Economic Development, Community & Non-Credit Education, Arts, Humanities & Social Sciences, Library & Learning Resources, Natural Sciences, Physical Education, and Technology and Health. Within these divisions, the College offers more than 2,000 credit courses in 37 departments. Lower-division transfer courses are available to meet the requirements for virtually every baccalaureate major offered by accredited colleges and universities in the United States. Mt. SAC students transfer to California State University campuses in Fullerton, Los Angeles, Pomona, and San Bernardino; University of California campuses in Irvine, Los Angeles, and Riverside; and independent colleges and universities such as the University of Southern California, and the University of La Verne *(Table 6)*.

Table 6
TRANSFER RATES

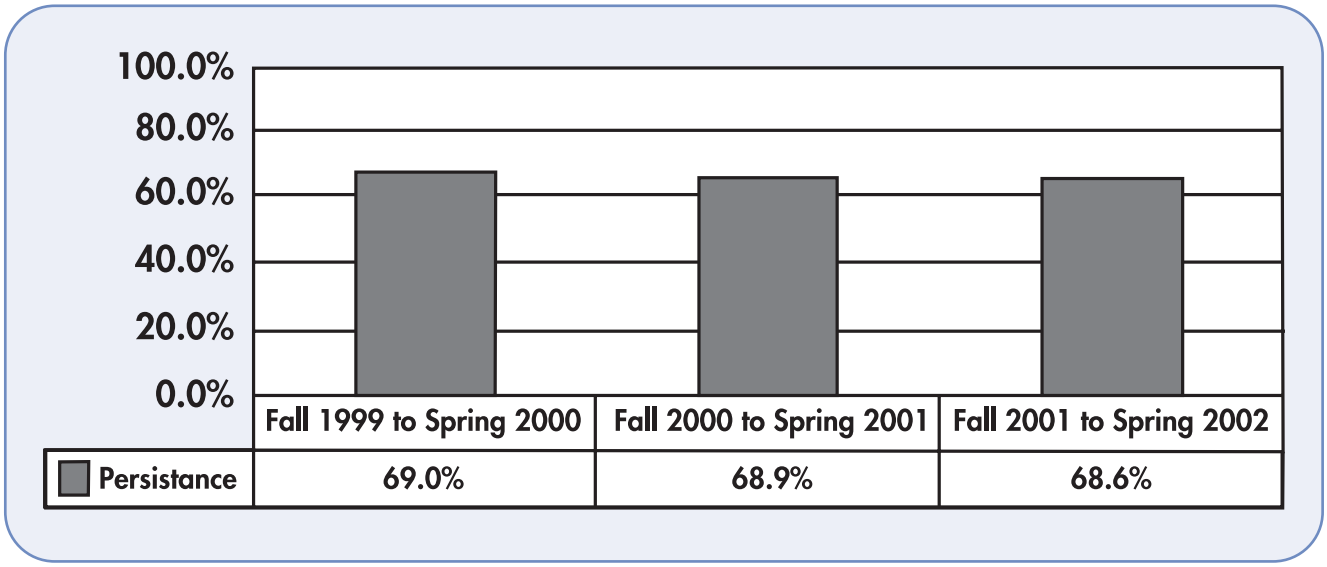
	Number of Transfers to:					
	University of California		*The California State University*		*Independent Institutions*	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Mt. San Antonio Community College District						
Mt. San Antonio College						
1992-93	114	133	534	799	86	19
1993-94	115	142	622	1,000	96	14
1994-95	137	168	561	1,011	112	18
1995-96	156	187	616	1,046	70	22
1996-97	161	189	671	1,075	108	12
1997-98	184	214	612	987	51	19
1998-99	172	214	599	1,014	102	20
1999-00	185	236	623	1,076	94	20
2000-01	190	235	607	1,118	168	18
2001-02	202	279	654	1,171	N/A	N/A

(Document: California Postsecondary Education Commission, Student Profiles, 2002)

According to the Research and Planning Group for California Community Colleges, persistence is defined as the rate with which students who enroll in a Fall course also enroll in a Spring course. Students who enroll in these courses must also have received a grade of A,B,C,D,F,CR, NC, I, or W. *Figure 3* depicts Mt. SAC's persistence rates for full- and part-time credit students.

Figure 3

Fall to Spring Persistence Rates
Full-Time and Part-Time Credit Students

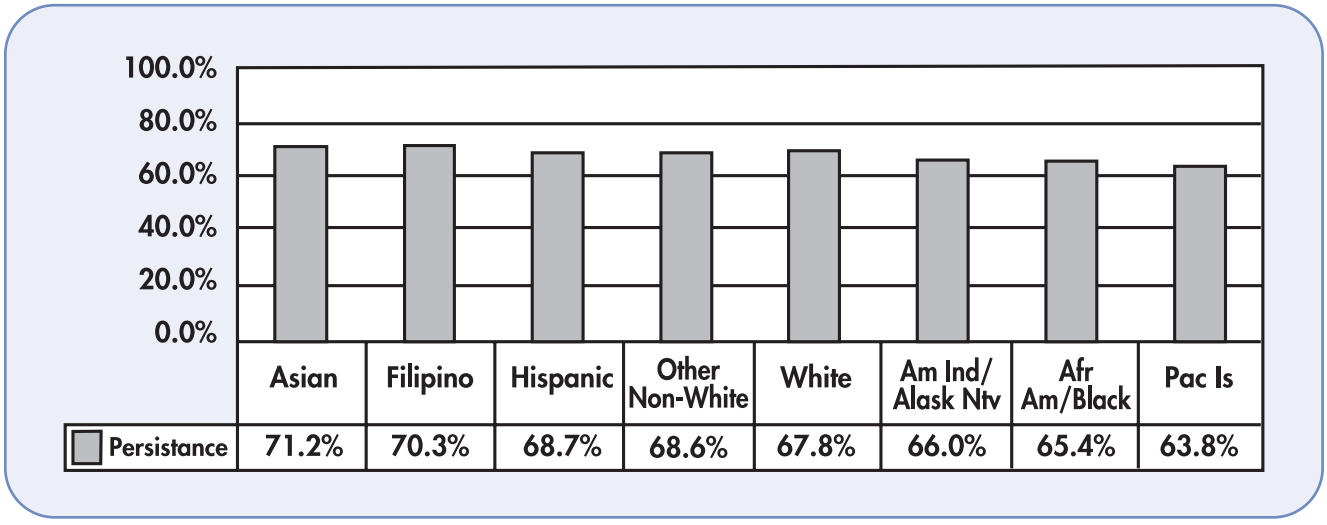


(Document: INSIGHTS, March 2003, v13/n1 Mt. SAC Data Warehouse)

Figure 4 breaks down the College's persistence rates by ethnicity; the population with the highest rate of persistence is Asian/Filipino (averaging 71.2%) and the lowest is Pacific Islander (averaging 63.8%).

Figure 4

Average Persistence Rates for Three Years (Fall 1999 - Spring 2002)
of Full-Time and Part-Time Credit Students



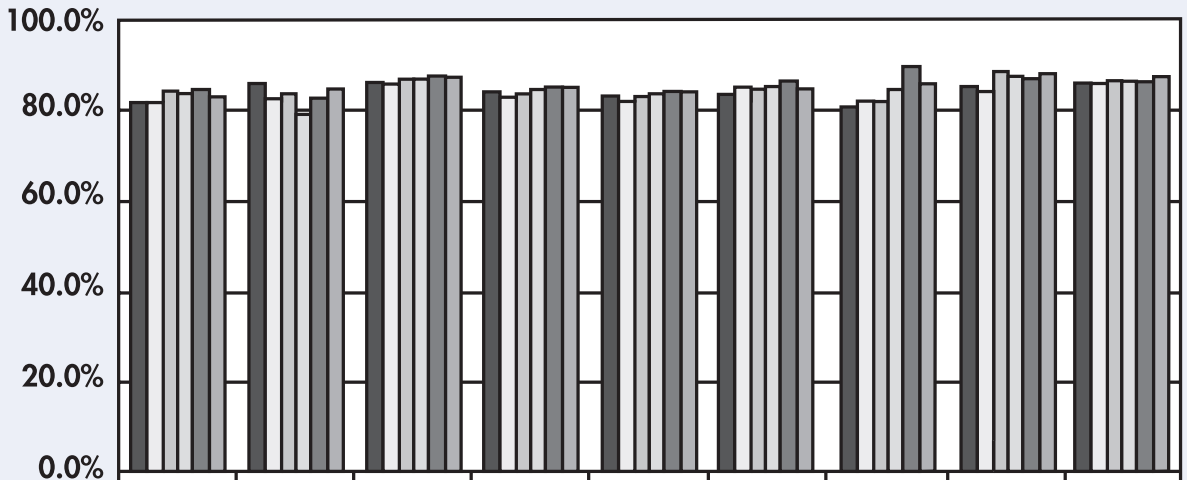
(Document: INSIGHTS, March 2003, v13/n1 Mt. SAC Data Warehouse)

Retention refers to those students who have stayed in a course beyond the add/drop date. Mt. SAC's average retention for all credit students is close to 85%. *Figure 5* categorizes five years of retention rates by ethnicity.

This data reveals the White/Asian populations' retention rates as highest (averaging 86%) and the African American population as lowest (averaging 82%).

Figure 5

Mt. SAC Retention by Ethnicity
Five Year Comparison: Fall 1998 - Fall 2003



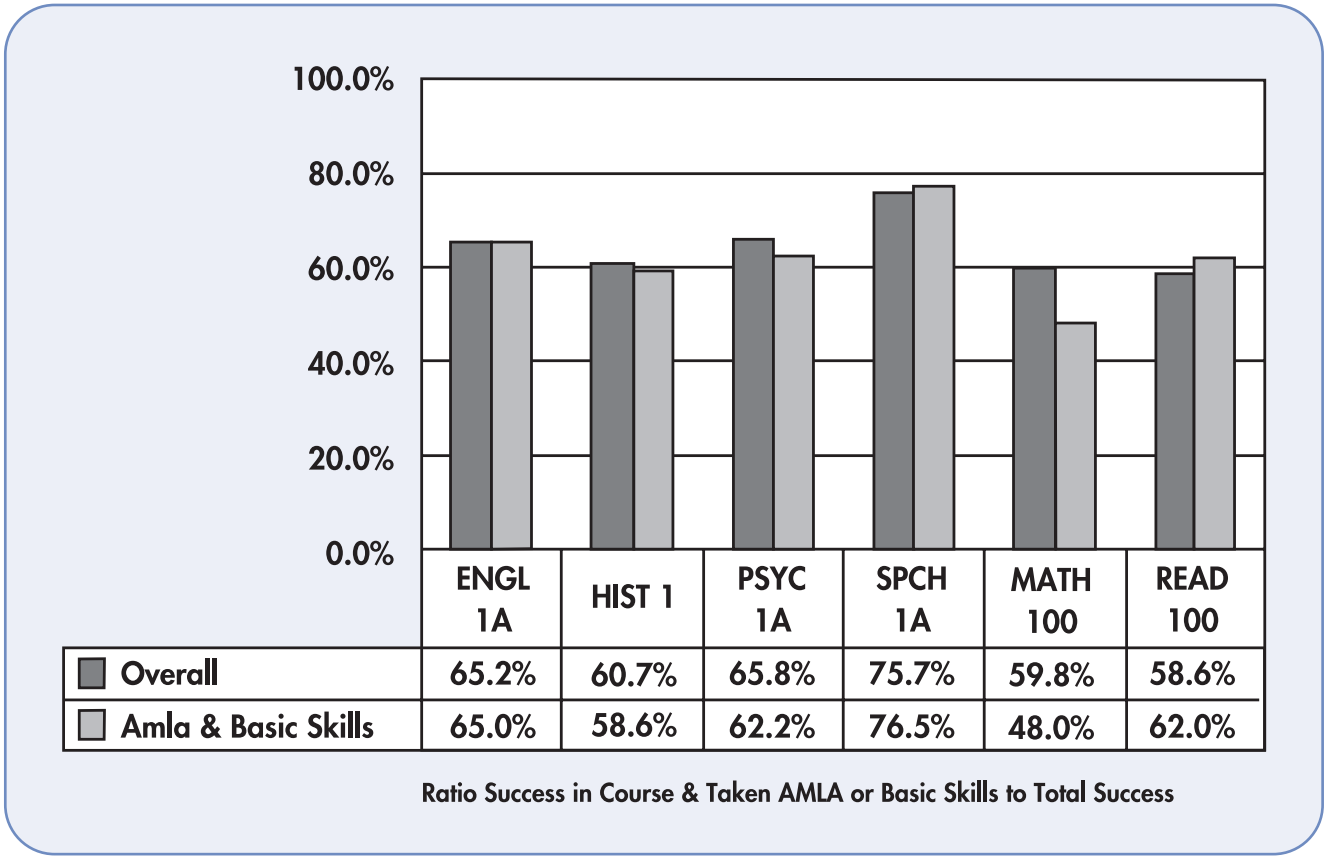
	African-Am	Am Ind/Alas Ntv	Asian	Filipino	Hispanic	Other Non-White	Pacific Islander	Unknown	White Non-Hisp
1998	81.6	85.5	85.7	83.6	82.5	83.4	80.8	85.0	85.5
1999	81.6	81.9	85.2	82.7	81.7	84.7	81.7	83.8	85.2
2000	83.9	83.2	86.4	83.4	82.9	84.6	81.8	88.3	85.8
2001	83.4	79.1	86.5	84.1	83.4	84.9	84.6	87.2	86.1
2002	83.6	82.6	87.3	84.9	83.6	86.2	89.4	86.5	86.1
2003	82.5	84.5	87.3	84.7	83.6	84.2	85.4	87.5	87.0

(Document: ICCIS via Chancellor's Data Mart)

Figure 6 graphs Mt. SAC's AmLa and Basic Skills completion rates, which are the ratio of the number of students by population group who complete a degree-application course after having completed the final AmLa or Basic Skills course to the number of those students who complete such a final course.

Figure 6

AMLA AND BASIC SKILLS COMPLETION COMPARISON FOR FALL 2003



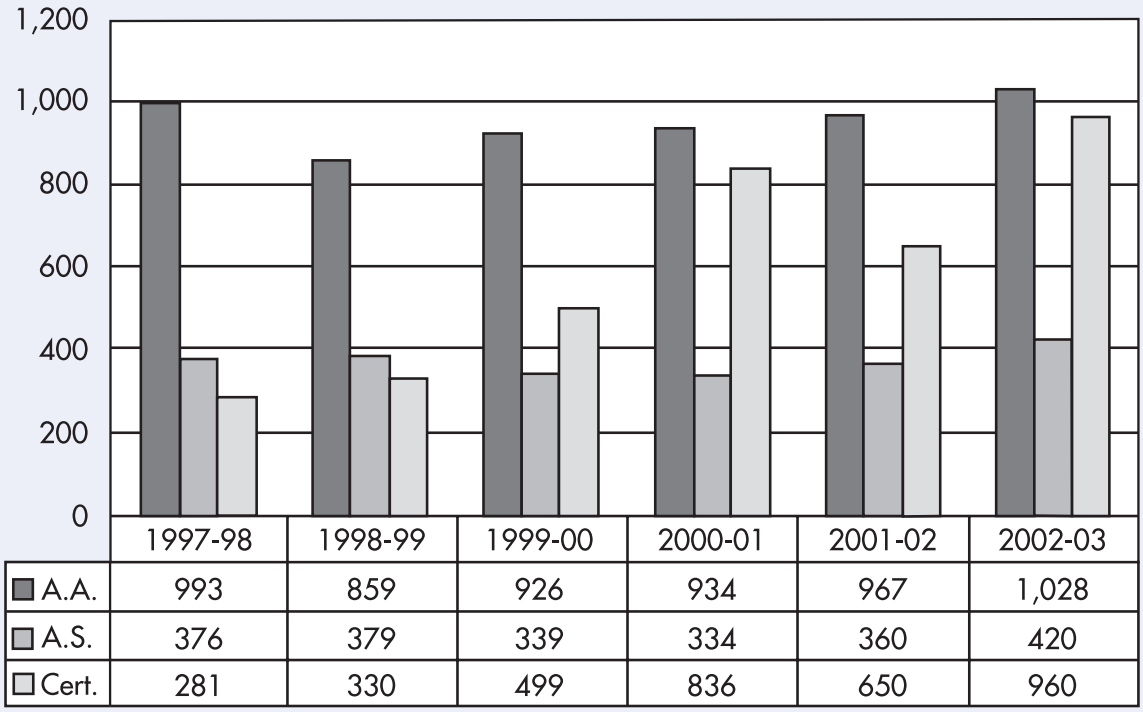
(Document: ICCIS STS869B4/B1, 4/05/2004)

The College offers over 82 Associate of Science/Arts Degrees and 141 Vocational Certificates designed to prepare students for jobs in business and industry.

Figure 7 indicates the number of degrees and certificates Mt. SAC has awarded between 1997 and 2003.

Figure 7

DEGREES AND CERTIFICATES AWARDED
1997-1998 THROUGH 2002-2003



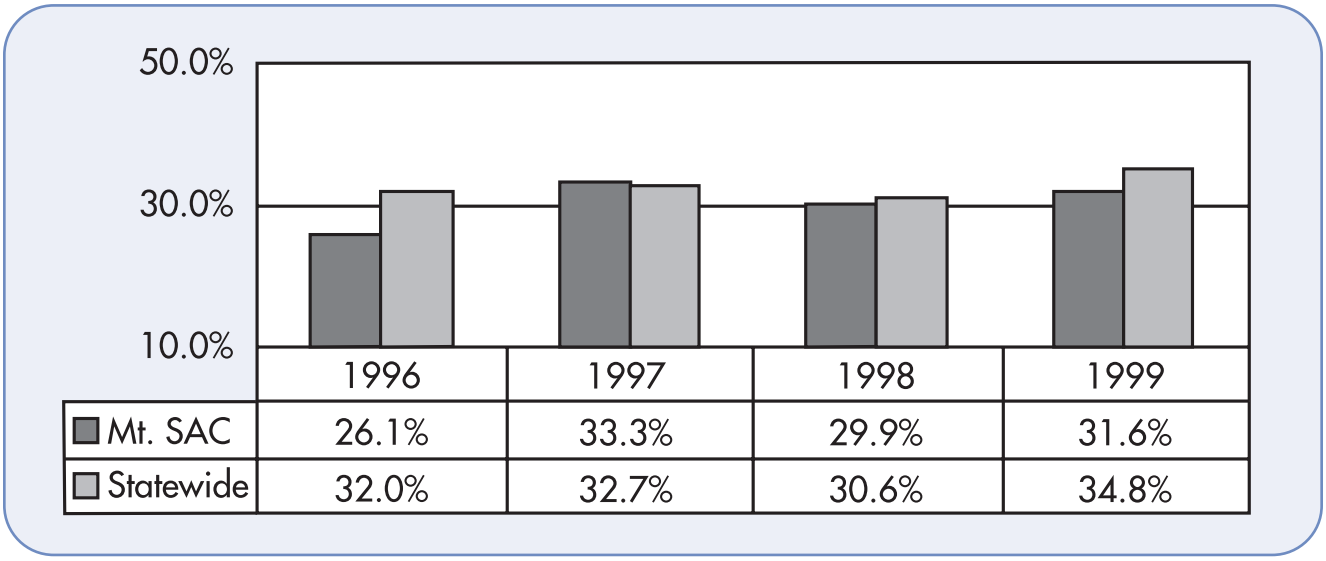
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
A.A.	993	859	926	934	967	1,028
A.S.	376	379	339	334	360	420
Cert.	281	330	499	836	650	960

(Document: Data Warehouse)

Based upon the cohort defined in the Graduation/ Completion Rates *Figure 8*, from Fall 1996 to Spring 1999 between 26 and 35% of students attained a certificate or degree or became "transfer prepared" (completed 56 transferable units with a GPA of 2.0 or better).

Figure 8

MT. SAC/STATEWIDE STUDENT RIGHT-TO-KNOW GRADUATION/COMPLETION RATES COMPARISON



	1996	1997	1998	1999
Mt. SAC	26.1%	33.3%	29.9%	31.6%
Statewide	32.0%	32.7%	30.6%	34.8%

(Document: Chancellor's Office Student Right-to-Know Project)

Organization of the Self Study

Note: Mt. SAC was last accredited in 1998, and its self study was based on Baldrige criteria, which the College was using to assess its Continuous Quality Improvement performance objectives. As the College has discontinued its use of the CQI model, this self study does not incorporate Baldrige standards.

The Accreditation Self Study Teams were chosen using three main criteria:

1. Provide opportunities for broad participation of faculty, classified staff, management, and students.
2. Create an atmosphere of trust that encourages an open dialogue among constituents.
3. Combine the knowledge of seasoned staff with previous accreditation experience and the energy of new staff with fresh perspectives.

Communication

The Accreditation Co-Chairs kept the College community fully informed on the progress of the self study through a variety of methods: consistent updates at college-wide faculty/staff meetings, Board of Trustees meetings, President's Advisory Council meetings, Academic Senate meetings, and management meetings, a web page: **http://elearn.mtsac.edu/admin/accreditation**, the accreditation newsletter (*Accreditation Notes*), articles published regularly in the staff and community newsletters, and discussion during team meetings.

Accreditation Self Study Committee

Co-Chairs

Kerry Stern ..... Dean, Library & Learning Resources
Jemma Blake-Judd ..... Faculty, English, Literature, and Composition

Steering Committee *(President's Advisory Council)*

Christopher C. O'Hearn ..... President
Jerry Allen ..... Faculty, History, Geography, Political Science
Deb Blackmore ..... Dean, Physical Education & Athletic Director
Diana Casteel ..... Executive Assistant to the President & Board of Trustees
William Chiu ..... Student Representative
Mark Fernandez ..... Webmaster, Marketing & Public Information
Grace Hanson ..... Director, Disabled Student Programs & Services
Sheryl Hullings ..... Director, College Information System & Project Manager
Ralph Jagodka ..... Faculty, Accounting and Management
Bob Lee ..... Systems Programmer, Information & Educational Technology
Phil Maynard ..... Faculty, Communications & Journalism
Becky Meza ..... Associated Students
Terri Smith ..... Faculty, Earth Sciences, Astronomy & Photographics
Robertson Wellen ..... Faculty, Theater

Timeline for the Self Study

Spring 2003

January 22	Announcement to college community of Accreditation site visit in October 2004
February 26	Accreditation Co-chairs appointed
March 1	Self study team Co-chairs chosen Self study teams established
March 27	Dr. Gari Browning, Associate Director of ACCJC, conducts a presentation on the new Accreditation Standards for managers
April	Community College Survey of Student Engagement (CCSSE) given to students
May 6	Dr. Darlene Pacheco, Associate Director of ACCJC, conducts a presentation on the new Accreditation Standards for the self study teams

Summer 2003

May 30	In conjunction with IET, Co-chairs set up "Quick Place" program to aid self study teams
June 7	Accreditation Co-chairs determine timeline Co-chairs meet with institutional researcher to determine which surveys will be used
July 1	College President updates cabinet
July 31	Accreditation web page developed Co-chairs send letters to Standard Co-chairs regarding "Quick Place" training and including timeline
August 25	College President updates staff at Fall Opening Meeting
August 28	Accreditation Co-chairs meet with members of the four standards Support documents gathered

Fall 2003

Early September	CIRP survey for students begins Accreditation web page launched
September 5	Standard team leaders submit schedule of team meetings
September 24	Co-chairs update Board of Trustees on Timeline Co-chairs update PAC on Quick Place and web page

September 25	College President, Co-chairs, and several members of PAC attend Accreditation Self Study Workshop at Cypress College
September 26	Alverno College Workshop: Student Learning Outcomes
October	Employee Survey sent to employees
October 15	Standard teams complete outlines for self study drafts
November	Community College Survey of Student Engagement (CCSSE) released
November - December	Standard teams write self study drafts
November 12	Accreditation Co-chairs meet with Co-chairs of the four standards
Mid-November	Employees complete Campus Employee Surveys
Early December	Research & Institutional Effectiveness receives Employee Survey reports Research & Institutional Effectiveness summarizes Employee Survey reports
December 15	Standard teams complete self study drafts Co-chairs update PAC on self study drafts

Spring 2004

January 5	Co-chairs complete review of self study draft Co-chairs create cover sheet, table of contents, and verify themes
January 9	Flex Day activity updates campus on self study progress
January 21	College President updates staff at Spring Opening Meeting
January 23	Summative Assessment Workshop
January 30	Summative Assessment Workshop
March/April	Co-chairs work on revising/editing self study draft
March 17	PAC reviews self study draft
April 2004	Accreditation Newsletter #1
April 7	PAC completes review of self study draft Co-chairs write introduction and abstract
May 5	Co-chairs complete revision (structure and content changes) of self study draft Co-chairs resubmit to PAC
May 12	PAC validates accuracy of self study draft
May 26	Co-chairs submit self study draft to College President

Summer 2004

June 1	Co-chairs submit completed draft to Public Information Office
June 11	Co-chairs submit Board Agenda item
June 23	College President submits final draft of self study to Board of Trustees Board of Trustees' certification of self study President and Board President sign statement certifying compliance with eligibility requirements
July 1	College President updates cabinet
July 15	Printing of self study
July 30	Co-chairs prepare self study for mailing
August/September	Co-chairs write Addendum and mail to ACCJC
August 2	Self study to ACCJC
August 16	Accreditation Newsletter #2

Fall 2004

Late September	Accreditation Newsletter #3
October 5 - 7	Site visit
November	Completion celebration for self study team members

Evidence of Compliance with Eligibility Requirements for Accreditation

1. Authority

"Mt. San Antonio College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the College to offer courses which parallel the first two years of the state universities' curricula" *(Mt. San Antonio College 2003-2004 Catalog)*.

2. Mission

Mt. SAC's "educational mission is clearly defined,[and] adopted [in Board Policy 1200, in Administrative Regulations and Procedures 501.2,] and published [in the Current Catalog and Schedule of Classes] by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve."

3. Governing Board

Mt. SAC "has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out [per Board Policy 2010, and Catalog Section One: College Governance]. Its membership is sufficient in size and composition to fulfill all board responsibilities [per Board Policy 2010 and 2210]. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions [per Board Policy 2010, and Current Catalog Section Two: College Governance]. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution [per Board Policy 2710 and AR& P 110.1 J]."

4. Chief Executive Officer

Mt. SAC "has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution [per Board Policy 2430]."

5. Administrative Capacity

The number of administrative staff members (66 including Auxiliary Services and new hires since January 2004) at Mt. SAC supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience is scrutinized through rigorous Management Employee Selection Procedures delineated in AR&P 240.1.

6. Operational Status

Mt. SAC "is operational, with students actively pursuing its degree programs."

7. Degrees

Mt. SAC offers a wide range of educational programs (82 of which lead to Associate Degrees), and 78% of its students are enrolled in them.

8. Educational Programs

Mt. SAC's "principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length." *(See Curriculum Guide and purpose and function statements for Educational Design Committee and Curriculum and Instruction Council)*. Instructors are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record both of which ensure that courses are "…conducted at levels of quality and rigor appropriate to the degrees offered [per Faculty Contract p. 36]." Eighty-two "degree programs are two academic years in length" *(See Current Catalog)*.

9. Academic Credit

Mt. SAC "awards academic credits based on generally accepted practices in degree-granting institutions of higher education [per Administrative Regulations and Procedures 507,508,510,511,512,514]" (See Catalog Section One: Credits and Grades).

10. Educational Objectives

Mt. SAC "defines and publishes for each program the program's educational objectives for students." *(See Current Catalog Section Seven: Programs of Study Leading to an Associate in Science Degree, Section Eight: Programs of Study Leading to a Certificate, Section Nine: Programs of Study Leading to Transfer)*.

11. General Education

Mt. SAC "defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry [per AR&P 508.4]" *(See Catalog Section Seven: General Education Requirements and Philosophy and Schedule pp. 188-192)*. Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The institution's General Education program is scrutinized for rigor and quality by the curriculum committees *(See purpose and function statements for the Educational Design Committee and the Curriculum and Instruction Council)*.

12. Faculty

Mt. SAC has 341 full-time faculty members who are qualified to conduct the institution's programs as they have met State mandated minimum qualifications. Faculty duties and responsibilities are clearly outlined in AR&P 305A-M and in the Faculty Agreement pp. 36-38.

13. Student Services

Mt. SAC "provides for all of its students appropriate student services . . . [per Board Policy Chapter 5 Student Services and AR&P 600-626] and development of programs consistent with student characteristics and the institutional mission" *(See Catalog Section Two: Matriculation Services and Section Four: Campus Services)*.

14. Admissions

Mt. SAC "has adopted and adheres to admission policies [per Board Policy 5010 and AR&P 506.1-506.13] consistent with its mission that specify the qualifications of students appropriate for its programs."

15. Information and Learning Resources

Mt. SAC "provides specific long term access to sufficient information and learning resources and services to support its mission and all of its educational programs [per AR&P 520.1-.14]" *(See Catalog Section Five: Student Learning and Learning Resources, and Schedule of Classes: Campus Services)*.

16. Financial Resources

"The General Fund Plan and Budget [is] considered an instrument to achieve the College's Mission, Strategic Goals and Priorities, and supports the existing programs services and College [per Board Policy 6200 Budget Preparation]."

17. Financial Accountability

On April 1st of each year, Mt. SAC contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Numbers 34 and 35, using the Business Type Activity Model recommended by the Chancellor's Office Committee on Fiscal and Accountability Standards.

18. Institutional Planning and Evaluation

Mt. SAC "provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities and financial development, as well as procedures for Program Review and institutional improvement" *(See Fall 2001 Strategic Plan, Goals and Initiatives [2020 Vision], Facilities Planning 2001-2020, Financial Planning and Budget Report, Facilities Action Plan, Program Review Handbook 2003)*.

Mt. SAC "systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including…. documentation of institutional effectiveness" *(See Organizational Survey 2003, 2003 Academic and Vocational Program Review, 2003 Student Services Program Review, Research Briefs, Insights, Report to the Community Calendar 2003, News Releases, Catalog Section Twelve: Student Right to Know, Instruction Team Summary of 2002 Program Review, Mt. SAC web page: "About Mt. SAC")*.

The College does not have campus-wide assessment of student learning outcomes or routine publication of those outcomes.

19. Public Information

Mt. SAC publishes in its catalog and schedule, and uploads on its web site, precise and up-to-date information on the following:

- Purposes and Objectives *(See Catalog: Section One)*
- Admission Requirements and Procedures *(See Catalog: Section Two, Schedule: pp. 6-7 and center pages)*
- Items relevant to attendance and withdrawal *(See Catalog: Section Three, Schedule p. 22)*
- Rules and Regulations Directly Affecting Students *(See Catalog: Section Three and Section Twelve, Schedule: pp. 177-182)*
- Complaint and Grievance Procedures *(See Catalog: Section Twelve, Schedule: p. 178)*

- Programs and Courses/Degrees Offered and Degree Requirements *(See Catalog: Sections Seven-Eleven, Schedule of Classes)*
- Costs and Refund Policies *(See Catalog: Section Two, Schedule: pp. 7 and 14)*
- Academic Credentials of Faculty and Administrators *(See Catalog: Section Thirteen)*

20. Relations with the Accrediting Commission

"The governing board provides assurance that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities [per Board Policy 3200]."

Abstract of the Report: A Thematic Assessment of the Institution

Institutional Commitments

Mt. SAC's commitment to providing high quality education is specifically stated in the Mission, Vision, and Core Values statements. The "Student Focus" Core Value demonstrates the College's intention to consider student needs in its "planning and [its] actions." The College's commitment to student learning is reinforced through the following practices:

- the Strategic Planning process, where it appears in the most recent Strategic Plan as Goal #3 (measure, report and improve key student success results)
- the Budget process, where planning is considered "an instrument to achieve the College's mission"
- the tenured and non-tenured Faculty Evaluation process, which includes classroom visitations and student evaluations focused on quality of instruction
- the Program Review process:
  - Phase 1, where departments establish measurable student learning outcomes
  - Phase 2, where departments analyze student success
  - Phase 3, where departments set goals
- the curriculum process, which facilitates consistency in the quality of instruction
- the staff development program, which provides faculty/staff the opportunity to expand their teaching skills and effectiveness

The institution has furthered its commitment to quality education by creating the Student Learning Outcomes Steering Committee (consisting of representatives from academic, vocational, non-credit, and student services areas). This committee has created a four-year plan for campus-wide implementation of student learning outcomes in which all areas of the campus, from support services to administration, play key roles.

Institutional Integrity

Integrity is a theme that runs consistently through the College's policies and practice, beginning with the Vision Statement which states the College aspires "to provide access to quality education, focusing on student success within a climate of integrity and respect," and continuing as the first item in the College's Core Values, which are listed in the catalog and on the College's web site.

There are numerous policies in place to support Mt. SAC's emphasis on integrity. Board Policies and Administrative Regulations and Procedures stipulate Codes of Conduct for the entire College from Board members to students. The Non-Discrimination and Sexual Harassment policies are specific examples of policies created to meet those standards. These policies and regulations were derived first from Education Code and Title V; they were then modified to be consistent with the institution's vision and values.

The College's ethical standards are also reflected in:

- the College's hiring processes, which are reviewed by the Academic Senate
- the Faculty Contract's delineation of Faculty Duties and Responsibilities
- the evaluation processes for part-time, probationary, and regular faculty, classified staff, and managers
- the formal grievance process, where student concern about faculty assignment of grades or harassment/discrimination is addressed first through discussion with area Deans, then the appeals committee, and finally the Grievance Review Committee
- the Bargaining Units' Standards of Practice
- the evaluation of assessment and placement tests for cultural bias
- the Academic Honesty Policy (published in AR&Ps, catalog, and schedule)
- the "Character Counts Workshop on Making Ethical Decisions," developed by the Associated Students as an intervention method for students involved in cheating or other dishonest behavior.

The College encourages open discussion of issues regarding integrity. The Academic Senate has created a Professional Standards and Ethics committee that will use the State Academic Senate's Standards for Professional Conduct as its guide. This will be a means through which faculty members may address issues regarding professional conduct before they involve administrators or the Faculty Association's official grievance process.

This openness is also demonstrated in the College's honest and immediate communication with its employees and constituents through:

- reports to the community
- the College's news releases
- publication of survey results and trends in Research & Institutional Effectiveness' *Research Briefs and Insights*
- the Mt. SAC web site
- Team summaries of Program Review
- the publication of minutes from all Academic Senate, governance, and operational committees distributed to departments and divisions
- the Speakers Bureau

The Academic Mutual Agreement Council, the President's Advisory Council, the Curriculum and Instruction Council, and the Equity and Diversity Task Force assess the integrity of college policies and practice based on information gleaned from:

- college-generated surveys
- standardized surveys
- focus groups
- questionnaires
- classified evaluations
- faculty evaluations
- student evaluations
- management evaluations
- Program Review results

Board Members ensure the College meets its legal and fiscal obligations, and the College further guarantees the integrity of its finances through internal control processes, audits, and through the participation of its Budget Committee, representing all employees on campus and directed by the President's Advisory Council.

Dialog

Dialog is part and parcel of integrity; it is addressed in the College's Core Values under, "Community Building" and "Positive Spirit."

Each semester, the President's Open Forum sets a tone of accessibility by providing a means through which faculty, staff, and managers can freely express their concerns. Similarly, he provides a means through which students and community members can voice their opinions on the "Student/Public Comment Card" which states, "Mt. San Antonio College is dedicated to providing quality programs and services to our students and community members. Please let College President Christopher O'Hearn know how you feel about Mt. San Antonio College. Simply fill out this card, staple it shut if you wish, and leave it with a staff member in any campus office. President O'Hearn personally reviews each card submitted, and he or a member of his staff responds to every card." The President also communicates to the Board every Friday with a summary of the week's activities and issues, and, in turn, the Board communicates with the campus in its *Board Briefs*, which will begin appearing in the *Campus Connection* in Fall 2004. The Board's communication efforts do not end with *Board Briefs*: its members are present at a majority of campus events from football games and theatrical productions to campus-wide meetings and various graduation ceremonies, reinforcing the tone of accessibility set by the President.

The *Campus Connection*, Mt. SAC's staff newsletter, is distributed monthly to all employees and covers a wide variety of staff matters from staff development opportunities to student athletic events to fundraisers.

The team structure (each of the six areas on campus lead by a vice president) at Mt. SAC reinforces the value of communication and functions both formally and informally through discussion at department meetings, division meetings, and individual conversations between faculty members and Deans/Associate Deans. It's important to note that members of these teams attend each other's meetings, which further facilitates campus-wide dialog.

The Program Review process requires that departments engage in dialog about improving student learning. The results are discussed in department meetings, division meetings, and Instruction Team meetings. The Instruction Team's Program Review summaries are disseminated to all committees concerned with student learning and achievement.

The governance structure on campus was originally designed to ensure that communication would proceed efficiently and fairly through all relevant areas on campus. The President's Advisory Council's recent review of governance, Academic Senate, and operational committees was motivated in part by a need to improve communication within and among the various committees whose memberships were ungainly and inconsistent. By including only those faculty, staff, and administrators whose presence aligns with the committee's statement of purpose and function, the committee meetings will be more focused and productive.

There are numerous campus-wide committees consisting of managers, faculty, classified staff, and students devoted to improving student achievement and student learning (i.e. Student Preparation and Success Council, Curriculum and Instruction Council, Equity and Diversity Task Force, and Matriculation). There are also Academic Senate committees devoted to discussing and assessing the effectiveness of processes, policies, and organization (i.e. Academic Mutual Agreement Council, Curriculum and Instruction Council, and Program Review Committee).

These committees and councils base many of their discussions and actions on data gathered from student surveys, employee surveys, community surveys, and analyses of current trends published quarterly by Research & Institutional Effectiveness (RIE) in *Research Briefs* and *Insights* and once a semester in the *Fact Book*. These discussions are also based on the results of Program Review.

Annual Flex Day Activities for faculty are another forum for communicating campus issues. The 2004 Flex Day theme was Student Learning Outcomes and consisted of numerous presentations on the subject conducted by faculty and administrative staff.

Dialog on campus is often most productive when it occurs outside the usual parameters. This was seen in the recent faculty efforts to articulate LERN and math, LERN and English, and ESL and AMLA, and in the creation of Learning Communities, which involve counselors and English and math faculty working together to assess, plan, and teach linked classes.

The College's online moratorium, due to be lifted in Fall 2004, was created to allow the faculty time to address quality issues in distance learning scenarios. It also relied upon cross-campus dialog and resulted in a new and rigorous online course approval process and Distance Learning Faculty Certification process.

A preliminary survey conducted by the Standard IV team for the accreditation self study reveals that the more an employee is involved in committees on campus, the more he or she reports being satisfied with the effectiveness of communication on campus. Individuals who are not involved in such committee work tend to be more critical of campus-wide communication levels.

The College has traditionally used a formal communication structure, but it needs to utilize informal communication processes as well. The Organizational Survey System, which reported a high level of employee satisfaction regarding communication with supervisors, also recorded employee dissatisfaction with input to campus-wide dialog; this indicates a need to implement better communication processes between divisions/teams and governance, Academic Senate, and operational committees.

Organization

At Mt. SAC, communication and decision-making structures and processes are based on and driven by the Mission statement which directly states the College's support of student learning.

Decision-Making/Communication Structures:

Because the College is as large and complex as it is, a team approach is the most effective method for involving all constituencies in decision-making. Each team leader discusses issues and solicits input from his or her team members as follows:

- President – President's Cabinet
- Vice Presidents – managers and directors
- Unions – representative and executive councils
- Academic Senate – executive boards and representative bodies
- Classified Senate – executive boards and representative bodies
- Deans – department chairs
- Managers/Directors – area employees
- Departments – faculty
- Committees and Councils – representative members

Formal communication within and among the teams/team members include:

- participation in Program Review that allows every member of the staff to participate in setting goals
- the 360º management evaluation process
- campus-wide email announcements
- distribution of minutes from relevent committees
- communication through memos to all members of the area faculty or staff
- meetings held for representatives (e.g., meetings with Department Chairs in divisions, meetings with the Representative Council for the Faculty Association, or Classified Senate meetings for classified staff). Again, regular staff or team meetings emerged as the dominant process for including individuals in discussion of campus-wide issues and in decision-making.

Informal communication occurs most often in personal interaction, emails, memos, letters, newsletters, phone calls, and submissions to suggestion boxes.

Within the general campus-wide team structure, the Academic Senate, governance, and operational committees, along with the Faculty Association, deal with suggestions for improvement of processes and procedures which may originate anywhere from division meetings to individual faculty members within departments. It should be noted that, once approved, new procedures will move back into the appropriate areas for implementation.

Academic Senate, governance, and operational committees and the Faculty Association communicate formally through publication of minutes and updates on the campus web site.

Because the President believes individuals involved in a particular process should be relied upon to provide advice and expertise in campus decision-making, the entire governance structure of the College is being examined for appropriate membership and reporting methods. Suggestions for modifications are being considered by the President's Advisory Council. This review is not designed to replace the governance structure, which has served the College well for many years; it is intended to modify the structure so that the flow of decision-making will proceed as directly and expeditiously as possible.

Students' input in the decision-making process occurs in two ways; through participation in Associated Student Government and through their representation on Academic Senate, governance, and operational committees as well as on the Board of Trustees.

The team approach, coupled with a campus culture of improvement and focus on the needs of students delineated in the Mission, Vision, and Core Values of the College, ensure that the decision-making processes and Mt. SAC are inclusive, efficient, and effective.

Identification and Publication of Student Learning Outcomes (SLOs)

In the past, outside of the vocational areas and small, independent clusters in the academic areas, Mt. SAC has not consistently used outcomes-based assessment. Recently, the College has begun to connect those independent efforts by modifying Program Review to include a student learning outcomes option and by appointing the SLOs Steering Committee, which has created a four-year plan to implement, facilitate, and coordinate the SLO assessment efforts campus-wide *(See Student Learning Outcomes Evidence to Date)*. This plan utilizes existing communication structures to publicize the outcomes efforts *(Document: Proposal for Establishment of an SLOs Implementation Team and Process)*.

Evaluation, Planning, and Improvement

Formal planning and evaluation processes, though well-established at Mt. SAC, are consistently reviewed and modified. These modifications are driven by the College's "Student Focus" Core Value, which states: "We address the needs of students and the community in our planning and actions." These processes may vary by area, but they are consistent in that all employees and students are represented and free to participate.

Influential Factors

The planning, evaluation process is driven by a number of influential factors including:

- accreditation recommendations
- budget trends
- data provided by Research & Institutional Effectiveness
- data provided by Information & Educational Technology
- data provided by academic/vocational areas
- curriculum changes
- labor market trends
- district goals

Goal Setting/Planning

Goal setting and planning is consistent with the Mission statement and is coordinated by the primary planning body on campus, the President's Advisory Council (composed of the President and 13 campus representatives).

Program Review is a major component of the planning process and appears at two stages; in the goal setting phase, it documents input from all six areas/teams. Later, it is used in the evaluation phase. Phase 1 of the three-year Program Review cycle begins in the Fall when departments/faculty members are charged with designing research and data collection tools, or creating student learning outcomes for programs or courses and with reviewing curriculum. In the Spring, they are expected to update goals, collect research data, or

prioritize student learning outcomes in order to determine assessment tools to be used in Phase 2. In Phase 2, departments/faculty members analyze the results of their data collection from Phase 1, and review their area's needs. In Vocational programs, the Chancellor's Office database and list of "core indicators" is the foundation for a comprehensive planning process. A business plan is the basis of the Community & Non-Credit Education review process: In Phase 1, each department reviews its programs and services to determine quality of service and cost effectiveness.

All of these reports are submitted to the appropriate division for summary; those division summaries are submitted to the Vice Presidents for review, where the information is considered in light of the goal setting/planning process, and documented in final reports, which are disseminated to the President's Cabinet, President's Advisory Council (PAC), Curriculum and Instruction Council, the Professional Development Council, the Institutional Marketing Committee, Information & Educational Technology (IET), and the Director, Facilities Planning & Management.

This information often follows an additional path to the governance, Academic Senate, and operational committees, all of which participate in local planning. These committees are composed of managers, faculty, staff, and students. Committees here, such as Educational Design and Curriculum and Instruction, will use information generated by the six areas to begin their own planning process.

The planning phase of the budget process is similar to the global and local planning processes; it incorporates much of the same data and many of the same committees. As it reports to PAC, the Budget Committee is also required to put the mission of the College first in all of its planning and to seek input from campus constituencies. Just as departments/faculty members participate in Program Review, individuals who are responsible for portions of the budget work on Budget Development Worksheets twice a year prior to the creation of the tentative budget. Green sheets, submitted by the Vice President of Administrative Services, report revenue and expenditures and are the assumptions used in developing the budget plan. These are continually updated and distributed to the Board of Trustees, PAC, Budget Committee, and department managers, and they also contain revenue and expenditure information from previous fiscal years to facilitate the planning process.

Plan Implementation

The plan implementation phase is mapped out by the six areas/teams in three-year operational plans, which are consistent with the mission and based on goals set previously.

Most often the results of governance, Academic Senate, and operational planning (i.e., curriculum changes and academic policy changes) move back to divisions/departments for implementation.

The Budget Process's plan and implementation is delineated in the adopted budget.

Evaluation

At Mt. SAC, evaluation of strategic planning comes in several forms designed to foster improvement on all operational levels. Program Review is used again when the results of planning and implementation are evaluated in Phase 3, where faculty members are charged with updating goals and reflecting on their program's mission.

Academic Senate, governance, and operational committees are formally evaluated annually when the Chair of each committee responds to questions regarding the purpose and function of his or her committee which is submitted to the President's Advisory Council and which may result in suggestions for improvement.

On an annual basis, the Budget Committee hosts a campus-wide Budget Debriefing. This is an open-forum opportunity for anyone to question the process, to assess the process, and to offer suggestions for future modifications to the process.

Documentation

The final stage in planning and evaluating at Mt. SAC is in the creation of the Facilities Master Plan, Educational Master Plan, Technology Master Plan, all of which are widely distributed on campus, and the Quarterly & Annual Financial report, which is distributed on request.

Documentation for Academic Senate, governance, and operational committees is usually in the form of minutes, policy changes published in AR&Ps and in the Academic Senate's adopted resolutions. It could also appear as contractual changes published in the faculty agreement. All are distributed campus-wide.

The College's dedication to continuous planning and evaluation is reflected in the recently created four-year plan for campus-wide implementation of student learning outcomes methods of assessment, which includes detailed guidelines for planning and evaluation at each phase and level of operation.

Although there is broad participation in the planning process on campus, the College needs to clarify the ways in which the strategic planning and the budget process are interrelated.

Student Learning Outcomes

Although recent student learning outcomes efforts have been successful in numerous vocational programs on campus, they have occurred only in isolated academic areas *(See Student Learning Outcomes Evidence to Date following)*. While the College is still in the primary stages of assessing institutional effectiveness through student learning outcomes, the notion of continuous improvement has been a part of campus culture for over a decade. It is integral to every level of operation and all college planning and will provide the impetus for this institutional change.

The SLO Steering Committee has developed a draft of a plan that contains specific roles/duties, a reasonable timeline, and clear processes, all of which are pivotal to successful implementation *(Document: Proposal for the Establishment of a SLOs Team & Implementation Process)*. The committee's plan allows the College to build on its strengths (i.e., using faculty and staff mentors to facilitate implementation) while it gives credence to the problems that are particular to Mt. SAC (i.e., communication breakdowns across campus and/or spanning long projects, and inadequate communication between some divisions/departments and Academic Senate, operational, or governance committees).

The 2004 self study report is a testament to Mt. SAC's positive spirit. For nearly 60 years, the College has consistently made choices that best serve its students and the community. It has a great tradition of creating partnerships, outreach, and access. It has been built upon a foundation of student focus and integrity that will ensure its stability as it continues to build for the future.

Student Learning Outcomes Evidence to Date

Mt. SAC's 1998 self study was driven by the College's use of Baldrige Criteria to assess attainment of Continuous Quality Improvement (CQI) objectives; the 2004 self study does not incorporate those criteria.

Although CQI prompted a number of positive trends on campus, particularly the definition and assessment of quality in college processes, CQI practices were never institutionalized as the approach was not applied consistently across campus, and it finally lost its momentum.

Since his arrival in 2002, the College's President has worked diligently to improve the institution's effectiveness, building on the positive legacy of the past administration's commitment to improvement, and ensuring consistency in policy and practice across the campus.

In spite of the discontinuance of CQI processes, there is ample evidence the College has established a culture of improvement, which will aid the institution's assessment of its effectiveness using student learning outcomes (SLOs).

The College's existing Program Review and curriculum review processes reflect its commitment to improvement and have been effective methods for assuring quality programs and student success. For the most part, Mt SAC's academic faculty members have assessed student achievement through the traditional avenues of completion of course objectives, and determination of student retention, success, and transfer rates, but these methods do not compare to the effectiveness of determining student learning through the assessment of SLOs.

As a result of attending conferences and workshops on SLOs implementation over the past few years, a number of individual faculty members and departments began their own pilot projects. In the Learning Assistance Center, the Developmental Education Group applied the Student Learning Outcomes model to an academic writing program and to a tutoring support program. Faculty members involved in the writing program outcomes assessment effort found that while their students were successfully meeting the outcomes set for the course, the data showed a need for further emphasis on grammatical structure. Consequently, faculty modified the course and their teaching methods *(See Early Implementers, II.A.1.c.)*.

The results of the outcomes efforts in the Tutorial program support one of the principle ideas behind outcomes assessment: there are no losers in the process. While the data collected showed that students did not gain much from on-demand tutoring, it pointed to higher success rates for students who received supplemental instruction from tutors in the classroom. The tutorial coordinator is now formulating a plan for expansion of the Supplemental Instruction program *(See Early Implementers, II.A.1.c.)*.

In Community & Non-Credit Education, the ESL Department developed cross-program assessment processes to determine student competency for advancement through the program and readiness to transition to credit programs *(See Early Implementers, II.A.1.c.)*.

The culture of assessment and improvement is applied more rigorously and consistently in the College's vocational areas. Many vocational programs are accredited by external agencies while career oriented programs must meet industry and professional standards. Programs that receive Vocational and Technical Education Act (VTEA) funding must also track student success through "core indicator" data established by the Chancellor's office. These outside forces have prompted faculty to create outcomes and analyze student achievement and program performance data from accrediting exams, professional licensure, certificate and degree completion rates, employment, and graduate surveys with greater regularity and adjust curriculum more effectively than their academic counterparts.

In the Psychiatric Technician program, students' diminishing pass rates on the state licensure exam prompted faculty members to create outcomes for achievement on the exams, adjust teaching methodologies, and assess students' ability to take the exams. Their initial data shows students who meet the faculty-generated outcomes for achievement on the

exams are passing at a higher rate than the state averages *(See Early Implementers, II.A.1.c.)*.

Several courses/programs have based earned credit on achievement of student learning outcomes. The PhotoGraphics program has combined the use of capacity matrices with student portfolios. The matrix charts specific competencies for individual careers. The level of learning achieved is judged by this matrix as students progress through the courses/programs *(See Early Implementers, II.A.1.c.)*. In the Respiratory Therapy courses/program, a Capacity Matrix is used without the portfolio. Credit for the course and program is tied to demonstrated knowledge and skills assessed with the help of the matrix *(See Best Practices, II.A.2.h.)*.

The institution's commitment to assessing its effectiveness through student learning outcomes is evident in the large number of faculty the College has sent to Institutional Effectiveness conferences around the country and the number of workshops and training days the College has underwritten. These range from an all-day Student Learning Outcomes workshop presented by Alverno College, to a Student Learning Outcomes Retreat hosted by the Developmental Education Committee, to Spring 2004 Flex Day presentations on subjects ranging from development of outcomes for General Education courses, to creation of an outcomes option for the Program Review process.

The College's SLOs Steering Committee has formulated a plan for institution-wide implementation of student learning outcomes. To date, the committee has created a web site to inform the campus of its efforts, developed an institutional definition of assessment, and determined the structure, processes, assessment data, and resources needed, along with duties and responsibilities for those involved *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

The College recognizes the importance of institutionalizing the outcomes effort, and the combination of a formal plan, the mentoring efforts of early implementers, and the College's decade-long commitment to quality will ensure its success in the end.

Responses to 1998 Recommendations

Recommendation 1:

The College should conduct a comprehensive assessment of all facets of its planning and evaluation process and CQI activities with the goal of simplifying the commendable planning and evaluation processes now in place. The team concluded that a more focused approach could lead to better understanding by all members of the College community and their fuller and more enthusiastic participation in these processes.

Response:

CQI practices were never institutionalized because a broad leadership base could not be formed. Although the movement did not succeed, it did introduce the concept of assessment of quality. When the College's current President arrived in 2002, he created the President's Advisory Council to be the primary planning body on campus. This group, comprised of faculty, managers, and classified staff, has brought a focus to the planning process and its inclusive nature has begun to foster campus-wide trust in and acceptance of the planning process *(See Planning, I.B.)*.

Recommendation 2:

The College should complete the implementation of the Millennium Technology Plan to achieve a fully integrated management information system. An effective MIS appears critical for the College to support its "fact-based," continuous quality improvement and plan driven environment.

Response:

- The MyMtSAC student portal was released in 2003. Functions include: PIN change, student semester class schedule, student semester grades, unofficial transcript, mailing address change, email account information. A searchable credit class schedule is also available which includes current enrollment and wait list status.
- Administrative processes completed include: class wait lists, degree and certificate audit, degree and certificate audit substitutions and waivers, external transfer institution credit counseling and advisement functions, student educational plan, CSU certification, IGETC certification, college starter/special admit student processing, and credit card payment via interactive voice response system.
- Other processes in progress are: WebCMS (scheduled completion July 2004), automatic identification of students close to completing a degree or certificate (scheduled completion Summer/Fall 2004), tracking of special student populations, web registration and fee payment for credit classes.
- A few data conversion issues remain to be corrected. These affect academic transcripts for some classes which were offered in the late 1970's and early 1980's.
- The data warehouse design was completed, and the data warehouse has been populated. Data warehouse updates are processed on a daily basis. This project has allowed the Research & Institutional Effectiveness office to have more timely access to a wider range of data than was possible previously.

Recommendation 3:

To enable the College to strengthen its capacity to identify, assess achievement of, and make public expected learning outcomes for its degree and certificate programs, the College should give increased emphasis to support faculty across all areas of the curriculum in enhancing quality improvement in the classroom.

Response:

Since July of 1998, the following activities have occurred to support capacity building at the College and to enhance quality improvement in the classroom:

- (4) Four-day Quality Learning Seminars with consultant David Langford. 338 faculty/staff K-14, 103 administrators K-14.
- (30+) Classrooms physically equipped with computers, furniture, or quality supplies at the request of faculty.
- (6) Staff Development activities devoted to Continuous Quality Improvement.
- (6) Workshops devoted to integration of academic and vocational skills with consultant Norena Badway.
- Learning Integration Faculty Team formed to support classroom quality processes.
- Conducted in-depth interviews with faculty who had used quality processes and/or principles in their classroom after they had participated in Quality.

Learning Seminars. Used their reactions, experiences, and opinions as a framework for continued staff development activities.
- Offered an evening event, "Sharing the Quality Journey," to 72 K-12 administrators.
- Conducted an evening event with local businesses and industry to set baseline data for Career Institutes. Career Institutes are learning communities that offer a coherent sequence of cross-disciplinary courses leading to an associate degree. These courses span from pre-collegiate to transfer level, and the curriculum is integrated. They include forms of assessment that are embedded and documented such as the capacity matrix as a quality tool to measure learning, and they emphasize project-based, student-centered learning.
- A Development Education Conference – Parachutes and Ladders: Developing the Whole Student
- Core Measure Workshops for Department Chairs
- Quality Team Study with Students
- Learning Outcomes Retreat
- Career Institutes Planning
- Student Learning Outcomes Workshop with Bill Piland
- Learning Outcomes for Mt. SAC Brainstorming Session

Faculty established a Developmental Education Task Force on campus as a result of the College's participation in a national benchmarking study. One of the initiatives that the Developmental Education Task Force is currently addressing is the establishment of learning outcomes for learning communities on campus.

Faculty within the VTEA funding source have examined curriculum utilizing the capacity matrix quality tool which displays expected learning outcomes for courses, certificates and/or programs (Animation, Learning Assistance, Air Conditioning, Electronics, Architecture and Design, English, Psychology, ESL/VESL, Service Learning, Business Management, Disabled Student Programs & Services, Fashion, Mental Health, Respiratory Therapy, and PhotoGraphics).

The vocational departments that have been funded through VTEA continue to work with their capacity matrices and make appropriate changes to their respective curriculum. A framework has been established for the career institutes and each institute will include: Career Ladders, a strong counseling emphasis, provision for basic skills, a high school connection, and a means of assessment and/or evaluation. Other components will be addressed in the next phase of the project. They include student learning outcomes stated at the institute, program, course, and class level, a career placement and follow-up component and one or more core courses integrated in each of the following areas: English, Math, Communications, and General Education Areas B, C, D, E. The Developmental Education Team has developed a Whitepaper entitled: Exploration of a Learning Outcomes Model for the College. Vocational departments were introduced to the "new" Program Improvement Resource Guide from the Chancellor's Office which will assist them with examination of key core indicators related to Students Outcomes.

VTEA has funded a pilot project in the Technology and Health Division to create a template for departments to have Web pages, and part of the template will include Learning Outcomes. The College has numerous program brochures which attempt to give students information regarding employment outlook, skills desired, salary information, and other relevant information related to the student's right to know. The College's SLOs Steering Committee has formulated a plan for institution-wide implementation of student learning outcomes. To date, the committee has created a web site to inform the campus of its efforts, developed an institutional definition of assessment, and determined the structure, processes, assessment data, and resources needed, along with duties and responsibilities for those involved *(See SLOs, Early Implementers, II.A.1.c and Student Learning Outcomes Evidence to Date, Introduction) (Document: Proposal for the Establishment of a SLOs Team and Implementation Process*).

Recommendation 4:

The College should develop policies and procedures to address the process by which academic programs can be established or discontinued.

Response:

The College has developed a Program Management Policy and accompanying regulations. A sign off has been reached with all employee units (staff, faculty, management) to this policy which covers all aspects of program management: initiation, modification, and termination.

In response to the need for over 200,000 new K-12 teachers in California in the next decade, Mt. SAC created a Teacher Preparation Institute supported by funding from a Teacher and Reading Development Partnership grant from the Chancellor's Office. In its second year, TPI recruits high school students, counsels

students into selected general education and major preparation courses that are "especially for future teachers," provides tutoring and other field work opportunities, works on articulation with 4-year institutions, and provides other support and services to students planning on becoming elementary or secondary public school teachers in California.

Mt. SAC's Histologic Technician Training program was developed in response to an articulated industry need. A comprehensive survey of local employers showed a job vacancy rate in the field of up to 25%, and 70% of the employers surveyed indicated a preference to hire A.S. degree Histotech program graduates over those without such training. The A.S. program, which received Chancellor's Office approval and enrolled its first cohort of students in Fall 2001, received a $578,527 Advanced Technical education grant from NSF, and is the only such A.S. degree program in the western United States.

The "Design for Interactive Visual Media" A.S. and Certificate Programs were designed in close cooperation with industry advisors to provide a fast, flexible training program in Digital Media, one of the top 10 credit programs in student enrollment and starting salary, according to a recent AACC survey. Industry professionals worked with program faculty to implement a progressive series of 3 skill-level certificates, each designed to be completed in a single semester, in recognition of the needs of non-traditional students who wish to continue working while advancing their skills and education.

An example of a program termination at Mt. SAC was the Recreational Vehicle Service Technology (RVST) Program. The RVST Program was created in 1990 as a result of an identified industry need, however in 1998 and 1999, program enrollment decreased substantially. Contributing factors included a strong local job market, booming economy, transition from Jobs Training Partnership Act (JPTA) Programs to Work Investment Act (WIA) Programs, lack of marketing and lack of community awareness of the program. As a result of these factors, faculty and staff developed an intervention plan to attempt to strengthen enrollment as well as examining possibilities for the reassignment and retraining of program faculty and staff. A timeline and budget for the plan were included. At the end of the identified time period, RVST Program faculty, staff, and administration evaluated the progress and concurred that the program should be terminated. The termination plan included accommodations for supporting the completion of the program for the few remaining students, and reassignment and retraining of faculty and staff. The termination plan was approved through the College's governance process in AR&P 503.3 and implemented in Spring 2001.

Recommendation 5:

The College should follow through in two areas recognized by the College as important in their impact upon students and in the College's desire to serve students effectively; specifically, 1) determine the impact of the present assessment placement test on student access and validate course prerequisites; 2) determine the most effective use of counselors and educational advisors in providing support to students in their development and monitoring of educational and career plans; 3) increase the connection between the matriculation services offered to credit and non-credit students.

Response 1:

Analysis of the validity of the non-sequential pre-collegiate English prerequisite on courses began in May 2000 and was conducted by the Research Analyst in the Research department. The Research Analyst in the Research & Institutional Effectiveness office has gathered end-of-term data from each semester. Part of the difficulty is that there needs to be at least 100 students for each course in order to evaluate the effectiveness of the English prerequisite. As such, there are some courses that need many terms of data before they can be analyzed. Some 146 courses out of a total of 408 have accrued enough students and the data have been analyzed and presented to the college. Using this data, Mt. SAC made the decision to place prerequisites on courses for which there was validation.

There are 110 courses remaining in the cycle to be analyzed, and it is assumed, based on the typical enrollments each semester, that these courses will soon have enough data for analyses. About 152 courses will probably never be included in the study due to insufficient enrollment (i.e., some courses only have 1 or 2 students taking it each semester). In these cases, the prerequisite can never be added to the course.

The Research & Institutional Effectiveness office also conducted an analysis of student placement based on the Assessment of Written English (AWE). A preliminary version of this data by ethnicity was presented informally to the Student Preparation and Success Committee in December 2002. This "disproportionate impact study" is also required by the Chancellor's Office. The College must submit a

proposal for each locally developed test every six years if the use of the test is to be continued. This study has provided data related to student access to English classes and to courses with validated prerequisites.

Courses which have been validated are now using the "eligibility for English 68" from the Assessment of Written English (AWE) as a mandatory prerequisite for enrollment. Forty (40) courses have been approved to date. Validation of courses using a prerequisite of "eligibility for English 67" or "eligibility for English 1A" on the AWE, has not been completed. The impact on students is presently being analyzed. Clearly, a high percentage of students score below the English 68 prerequisite level on the AWE, thereby impacting their enrollment into degree appropriate and transferable courses.

The College has recently adopted the use of the Degrees of Reading Power reading test and a new math placement test for course placement at the lower levels of math. It has also adopted a new placement test for Intermediate Algebra. As with the AWE, the College will conduct an analysis of student placement based on each of these tests, as well as provide a disproportionate impact summary for each.

Response 2:

After examining commercially available software, it was decided that the best solution was to boost the priority of developing the educational planning system available in ICCIS (college administrative information system) to a higher level. Developing the educational planning capability of the existing mainframe system has allowed all campus units to use a common document, archive it, and retrieve it on demand. It has provided students with the ability to move from person to person, from office to office, from program to program, while maintaining the continuity and accuracy of a single educational plan. The educational planning component of ICCIS provides:

- centralized storage and dissemination of current educational plan;
- accurate historical educational plans;
- complete certificate evaluations, Associate degree graduation checks, as well as provide CSU certification evaluations;
- a centralized anecdotal file for service providers where case management notations could be stored and accessed.

The Counseling Department has also developed a yearly "Schedule of Interventions" which identifies specific student populations and the interventions which will be implemented in order to provide support to students in their development and monitoring of educational and career plans. In addition, the Counseling Department has revised, at the request of the Chancellor's Office, the "Minimum Conditions for Counseling" which outlines the areas of responsibility of counselors and educational advisors.

In addition, the Community Education Center is using an electronic case management system called METSYS where test case notes are kept on every student seen by both the case worker and the Educational Advisor.

Counselors and Educational Advisors have solidified efforts in providing consistent support and information for Mt. SAC students. Meeting regularly in joint department meetings, counselors and advisors share information regarding changes in curriculum, program changes, transfer issues, and joint training on changes in process and procedures. Both counselors and advisors have focused their efforts to develop student learning outcomes as they relate to the advising and counseling process.

Response 3:

The connection between the matriculation services offered to credit and noncredit students has increased considerably since the team's visit. Non-credit Basic Skills and ESL are now represented on both the College's Matriculation and Assessment Committees. In an effort to ensure a smooth transition of students from non-credit to credit, there has been increased collaboration between the Assessment Center and both Basic Skills and ESL. This includes the coordination of providing assessment services in ESL classes during the academic year. During 2001, the Admissions Office also worked directly with Basic Skills and ESL. A direct outcome of this effort was to grant priority registration to non-credit students who are matriculating to the credit program. Counselors recently hired in non-credit report directly to the Dean of Counseling. Faculty efforts to enhance the matriculation of non-credit ESL students into the credit American Language (AMLA) Program resulted in formal articulation between the two programs (i.e., the matriculation of non-credit ESL students directly into the lower levels of the AMLA program without further assessment upon completion of either Level 5 or 6). ESL students now have the option of going directly into AMLA upon completion of

the ESL series or taking the AWE for placement into AMLA of the English series.

These intra-college articulation discussions have led to an agreement to place students into either credit or non-credit "ESL" courses, utilizing the College's Assessment of Written English (AWE) and oral interview process for limited English proficient students.

The College furthered its commitment to serving credit and non-credit students equally with the President's call to link the non-credit and credit sides of the institution by moving non-credit under the Vice President of Instruction as another instructional division. This move also resulted in a combination of credit and non-credit/community education course offerings in the schedule of classes.

Recommendation 6:

The College needs to determine the extent to which the MIS developed through the Millennium Project will, in the initial phase, be sufficiently integrated to support the data-driven decision making called for in the Self study. Further, that a full project plan for the MIS be developed that will ensure the capacity desired by the College to provide information for decision support of the planning and evaluation processes. The full MIS development plan should identify the MIS development work that must take place to provide the College with the information needed and establish priorities for system development.

Response:

Priority setting for system development has been accomplished. The conversion to the new information system is completed. A new administrative structure was established to deal with implementation issues, new requests and needs, and "theme" area work groups were formed to focus on the highest priorities. A user group, the Administrative Services Advisory Committee, makes recommendations and assists College Information Systems in their development efforts. This helps assure quality data which in turn assures quality information when data is extracted for planning and evaluation purposes. Mt. SAC is also in the process of investigating data extraction tools that are user-friendly in order to provide rapid retrieval of information for decision support.

Information & Educational Technology has completed and published the "Strategic and Tactical Plan for Telecommunication & Technology" *(Document: Information & Educational Technology Strategic and Tactical Plan for Telecommunication & Technology)*. Included in the plan are several projects designed to ensure the capacity desired by the College to provide for decision support" in the planning and evaluation processes. Included in these projects is purchasing and installing software that will operate on the College's IBM mainframe computer to provide timely extracts to data for subsequent processing on the Data Warehouse. A full Data Warehouse plan was developed which included the acquisition of analysis and web-based reporting tools. The Research & Institutional Effectiveness office headed a work group to review and evaluate the various vendor offerings. Due to fiscal constraints, budget approval was not received to fund this part of the project. Less expensive options are currently being used but are limited in function and are not user-friendly.

Standard I

Institutional Mission and Effectiveness

Building On Our Strength

MT. SAC

Standard I Committee

Co-Chairs

Carolyn Keys . . . . . Dean, Student Services
Betsy Lawlor . . . . . Faculty, Biological Sciences

Members

Jeff Archibald . . . . . Faculty, Communication & Journalism
Debbie Boroch . . . . . Associate Dean, Natural Sciences
Lane Braver . . . . . Faculty, Medical Services
Linda Caffey . . . . . Bookkeeper I, Auxiliary Services
Deb Distante . . . . . Faculty, Library
Margie High . . . . . Director, Special Programs & Basic Skills
Rick Nguyen . . . . . Computer Tech, Learning Resources
Bruce Nixon . . . . . Faculty, Mental Health Technology
Cyrus Hoormazd . . . . . Student
Nancy Venegas . . . . . Student

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1.
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A., I.A.1. – Descriptive Summary

Mt. SAC's Mission statement is:

"1. To provide accessible and affordable quality learning opportunities in response to the needs and interests of individuals and organizations.

2. To provide quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for success in an interconnected world.

3. To advance the State and region's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement" *(Document: Mission*

Statement).

Mt. SAC initially seeks to fulfill its mission by determining the needs of its students and the surrounding community using a variety of measures from studies to surveys. In 2000, the College commissioned an external scan that examined population demographics, economic conditions, and local community needs as a means of forecasting future direction for the College *(See External Scan, II.A.1.a.) (Document: Enrollment Simulation and Planning)*. The institution currently uses student and community surveys administered by the Research & Institutional Effectiveness (RIE) office to determine a focus for its improvement efforts *(See Surveys, II.A.1.a.)*. These methods, along with faculty and student input and publication and consideration of student retention, success and transfer rates, assessment test placement scores, and exam pass rates and licensures, have led to the formation of numerous instructional programs and services beneficial to students.

Education, II.A.3.a.). Another result is that the College has 167 courses that have been certified as California Articulation Number (CAN) courses, 51 more than the nearest ranked neighboring college (East L.A.) and one more than the nearest ranked benchmark college (Santa Rosa) *(See Transfer Major, II.A.2.)*.

The College maintains articulation agreements with individual campuses of the University of California and the California State University systems. In addition, it holds articulation agreements with local independent colleges.

The College provides extensive counseling and accurate information at the Transfer Center, located in the Student Services building. The center is headed by a transfer officer who has access to online transfer information (Assist), which is regularly updated by a full-time articulation specialist. The officer and specialist work with transfer institutions to facilitate the articulation of courses and the transfer of students. While 69% of Mt. SAC students state that they wish to transfer, 97% enter the College in need of significant remediation in English and 88.5% need similar remediation in Math *(Document: Community College*

FOUR-YEAR COLLEGE ARTICULATION

	Mt. SAC ARTICULATION AGREEMENTS		
Articulation	UC	CSU	Independent
Complete Course to Course	8	18	31
Agreement by Major	8	15	11
General Education	7	4	21
No agreement	0	5	N/A

(Document: Summary CSU and UC Articulation Data in ASSIST as of September 2002)

Student Learning

Mt. SAC provides high quality instruction in three areas: transfer, career, and lifelong learning. Faculty and staff in these areas work with their counterparts in Student Services to accurately determine student need and effectively support student learning.

Transfer-Related Learning

The College engages in continuous dialog with transfer institutions to ensure that its programs provide equivalent lower division preparation for students desiring to transfer. One result of this dialog is a rigorous curriculum process for all baccalaureate level courses *(See Curriculum Process, II.A.2.a. and General*

Survey of Student Engagement). Mt. SAC's commitment to student learning is evident in its effort to address at risk populations like these. Over the past decade, faculty and the Student Services Team have worked diligently to create programs and services that include the Summer Bridge Program, the Freshman Experience, the Upward Bound Program, the Math Academy, Learning Communities, the Math Activities Resource Center, The Writing, Reading Assistance Center, Supplemental Instruction, LERN/Math articulation, LERN/English articulation, ESL/AMLA articulation, and a local assessment test (AWE) *(See Learning Communities, etc., II.A.1.b.)*. Mt. SAC also strives to meet the needs of non-traditional students though 41 online courses, a number of courses offered on weekends, and dozens of short term courses *(See Distance Learning and Weekend Business College, II.A.1.b.)*.

Career-Related Learning

Faculty members in vocational programs have addressed their students' needs by providing employability workshops, career/job fairs, employment success surveys, and an online job board. Service learning opportunities, related to a variety of disciplines, offer students hands-on experience in community related activities *(See Service Learning, II.A.1.b.)*. Mt. SAC has 82 A.S. degree programs designed for vocational majors. Creation and amendment of these programs involves industry need *(See Advisory Boards, II.A.2.a.)*, campus generated and community-based research, input from faculty (through Program Review), and suggestions from students. In the past few years, the College has developed several outstanding programs. A new A.S. degree program in Histotechnology was established in response to a locally identified need for trained histological laboratory technicians in the regional health care industry, and a new A.S. degree program in Animation was established to meet identified demand in that field as well *(See A.S. Degree Programs, II.A.2.)*. VTEA provides funding support for 18 of the College's vocational areas; it focuses on addressing the diverse needs of the students and community and on developing the region's workforce *(See VTEA, II.A.1.)*.

The Career Institutes at Mt. SAC offer 141 vocational certificates in the areas of Management, Health, Applied Technology, and Office Technology. Each of the Institute's certificate programs is designed based on input from Advisory Boards: "41 of these committees guide the career-oriented programs. These committees are an essential partnership between the program and the local business community, providing input and recommendations regarding employment needs, job placement, and future industry directions" *(See Advisory Committees, II.A.1.c.)*; faculty members (through Program Review); students; campus-generated and community-based research; the Chancellor's Office Initiative on the Career Ladder; and the integration of the SCANS competencies *(See Instructional Programs, II.A.1.a.)*. These courses are specially geared to the highly motivated student interested in achieving a certificate in a particular vocational area. A recent example of a certificate program directly resulting from research, faculty concerns, and student comments is the Teacher Preparation Institute *(See Teacher Prep, II.A.1.b.)*.

Lifelong Learning

Lifelong learning at Mt. SAC is largely, but not exclusively, the domain of Community & Non-Credit Education, which has its own Mission statement: "The Community & Non-Credit Education Division is dedicated to serving a diverse and changing population through excellence in teaching, training, support services, and economic development activities by responding to regional and global needs beyond the traditional college. The Division values the development of meaningful partnerships with individuals, groups, businesses, and organizations in the community to provide linkages that help define our mission and goals" *(Document: Mt. San Antonio College Schedule of Community and Non Credit Education, Spring 2004)*.

Courses offered though Community & Non-Credit Education include non-credit classes in such diverse areas as motorcycle training, using EBay, CPR and first aid instruction, real estate, and acting. Community needs for these classes are assessed through segment surveys of population (i.e., retirees, working adults, non-natives), student evaluations conducted at the end of fee-based courses, and presenter input *(See Community Ed, II. A.2.)*. Open-Entry ESL is a good example of the College's responsiveness to student needs: open entry courses have no prerequisites and allow students to enter at any time rather than being limited by the structure of a traditional semester.

The San Gabriel Valley Business/Education/Community Partnership was established in 1996 to facilitate the School to College to Career transition for students throughout the San Gabriel Valley. The Partnership works within a state and national framework to broaden the educational, career, and economic opportunities for all students. Members of the partnership include business and industry leaders, educational, student, and community organizations, government agencies, labor representatives, and parents' groups. Local implementation of a School to Career system creates opportunities for students to receive quality education based upon both academic and occupational skill standards. These opportunities prepare students to pursue secondary and post-secondary education, enter and succeed in the career path of their choice, and remain competitive and employed in a global marketplace.

The Training Source, created in 1993, provides "on-site and customized contract training" designed to assist business, industry, government, and community organizations in improving the quality of their workforce in order to increase their competitiveness within domestic and international markets. The Training Source works with the Training Group, a regional consortium of Mt. SAC, Pasadena, Rio Hondo, and Citrus colleges formed in 1995. The Training Source averages 20-40 contracts per year, and most of the students who take classes offered through The Training

Source are working adults who have been out of school for a number of years. "Classes offered are single seminars and series of non-credit classes and credit classes . . . exclusively for . . . employees, and offered at a convenient time and location." 940 students have participated in these classes to date. These students report feeling comfortable in a class composed exclusively of their peers.

The Small Business Development Center was created in 1990 to spur the expansion and development of California small businesses – a rich source of innovative jobs. The program's primary emphasis is on the creation and retention of jobs as well as helping entrepreneurs get a solid start. The Mt. SAC SBDC advises small businesses on marketing, growth management planning, and a variety of other business issues. In 2003, the center provided business technical assistance services through a full-time office in Pomona and satellite offices in Irwindale, Monterey Park, and Altadena.

In 2002-03, the SBDC provided 3,890 hours of counseling services to 1,006 clients. 97 workshops were provided for 1,300 attendees; as a result, 161 jobs were created, and 120 jobs were retained.

Community & Non-Credit Education is not the only area of the College responsible for lifelong learning; it is also provided for in credit programs and services for re-entry students such as re-training for displaced workers and skills upgrades for the actively employed *(See Certificates and Vocational Careers, II.A., II.A.2.c., II.A.2.i., and II.A.5.)*.

Services

Student Services faculty and staff work closely with faculty and staff from instructional programs to ensure the best possible support services are created and maintained.

The College provides a range of service areas from counseling to financial aid to learning labs to tutoring, all of which ensure access, improve retention, and increase persistence.

Students were recently asked to rank various service areas or departments at Mt. SAC in order of their importance *(Document: Research Briefs Vol. 5, No. 10)*.

The students ranked services as follows:

- Academic Advising/Planning
- Career Counseling
- Transfer Credit Assistance
- Financial Aid Advising
- Skills/Computer Labs
- Peer or other Tutoring
- Disabled Student Programs & Services
- Job Placement Assistance
- Student Organizations
- Child Care *(See Student Services, II.B.)*

Some examples of the College's responsiveness to students needs are: the creation of Learning labs that offer free access to PCs and MACs, including popular software, Internet connections, and the Library database *(See Learning Labs, II.C.)* and the availability of free tutoring for most subjects in the Learning Assistance Center along with Monday–Saturday hours and extended evening hours *(See Tutorial Services, II.B.)*.

According to the 2003 Survey of Student Satisfaction and Engagement, CCSSE, 72.5% of Mt. SAC students are worried about covering their college expenses. To address those concerns, Student Services coordinates workshops for students seeking financial aid and administers a wide variety of aid, including Board of Governors Grants, federal and state student grants, Federal Work-Study grants, and campus scholarships *(See Financial Aid, II.B.)*.

I.A., I.A.1. – Self Evaluation

Student Learning

The Spring 2003 Campus Climate Survey indicates that 73% of responding students feel Mt. SAC provides them with the support they need to succeed in college. This positive response is reaffirmed by the College's overall retention rate of 85% *(See Figure 6, Introduction)*.

Transfer-Related Learning

Not only has the College responded to current student and community needs regarding transfer, career, and lifelong learning programs, it has also actively sought predictions of demographic trends in order to anticipate their future needs as well.

Mt. SAC has successfully developed programs to meet the needs of its at risk student population. Through Title V, the College built the Math Activities Resource Center (MARC), expanded successful Learning Community efforts, and achieved an overall increase in

student success, particularly among Hispanic students *(See MARC/Learning Communities, II.A.1.b.)*. The articulation of LERN with Math and English as well as the articulation of ESL with AMLA courses required active dialog which was facilitated by the College's governance process and resulted in the elimination of a significent barrier to student success. *(See Governance, IV.)*.

The large number of transferable courses Mt. SAC offers in addition to the significant number of students accepted for transfer (43%) demonstrates the College's commitment to preparing students for transition to four-year institutions *(See Table 4 and Figure 3, Introduction; Transfer Rates and Alumni Survey, II.A.2; and CCSSE results, II.A.1.a.)*. In spite of this evidence, there is room for improvement: the student learning outcomes efforts currently taking place on campus must be expanded to include the General Education area *(See Self Evaluation, II.A.3.a.)*. Finally, some of the most valuable statistics to support Mt. SAC's success in the transfer-related learning area can be found in post-transfer success data, but the College has had little or no access to this information in the past. This will change in the near future as the College has contracted with The National Student Clearinghouse, which has a database comprised of 91% of college students, and will track student data through graduation from baccalaureate institutions.

Career-Related Learning

The exam pass rates, licensure rates, and employment rates of Mt. SAC's vocational graduates are the strongest evidence the College is meeting student needs *(See Self Evaluation, II.A.2.; See also CCSSE results, II.A.1.a.; See II.A.2.c.)*. As is the case with transfer-related learning, some of the most valuable data to support the College's success in the career-related learning area can be found in employer satisfaction rates, but the College has few effective or comprehensive means of gathering this information.

Lifelong Learning

The recent change in the College organizational structure has prompted an examination of the way non-credit classes are developed and their relationship with credit offerings. For example, should acting be available as both a non-credit and credit class? This evaluation is in its earliest stages. It would be worthwhile to evaluate the Community & Non-Credit Education Mission statement as well. If the College is seeking to integrate the non-credit and credit sides of the institution, should this area have a separate Mission statement?

I.A., I.A.1. – Action Plan

- Research & Institutional Effectiveness will begin to track students' post-transfer in the 2004-05 academic year.
- In Fall 2004, the plan for campus-wide implementation of student learning outcomes will begin, which will lead to the creation of General Education outcomes.
- Research & Institutional Effectiveness will find a more effective way to track employer satisfaction with its vocational/A.S. graduates.

I.A.2.
The mission statement is approved by the governing board and published

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I.A.2. – Descriptive Summary

The current Mission statement *(See I.A.1.)* was approved by the Board of Trustees in October 2001 *(Document: Board Minutes, October 2001)*. It is published:

- on posters placed prominently across campus in departments, divisions, and in most classrooms
- in the College Catalog
- on the web site
- in the Educational and Facilities Master Plans
- in the adopted budget submitted to the Board of Trustees
- in the Program Review Guide

I.A.2. – Self Evaluation

The College meets the Standard.

I.A.2. – Action Plan

- The Instruction Office will include the Mission statement in the class schedule.

I.A.3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

I.A.3. – Descriptive Summary

According to the College's 1997-98 accreditation self study report, "The College Leadership Council (now President's Advisory Council, PAC) and Budget Advisory Council (now Budget Committee) review the College's

core values, mission, and vision every five years." This review was last completed by the Vision 2020 Task Force (composed of the President, managers, faculty, classified staff, a student, and an independent consultant) and was approved by the Board of Trustees in October 2001 *(Document: Board Minutes, October 2001)*.

In Spring 2004, the President's Advisory Council (PAC) reviewed the Mission statement and made the decision to delay any revisions to the current Mission statement until the 2004-05 school year. A number of reorganizations (committee, governance, and reporting structure) need to be completed before a formal review process of the Mission statement can begin.

I.A.3. – Self Evaluation

The campus follows a process for review of the Mission statement, and it is delineated in Board Policy 1200, adopted May 26, 2004.

I.A.3. – Action Plan

- None.

I.A.4. The institution's mission is central to institutional planning and decision making.

I.A.4. – Descriptive Summary

The College's Mission statement is the reference point and standard for all institutional planning and decision making at Mt. SAC.

All goal setting/plan development must refer to the Mission, Vision, and Core Values, and this is evidenced by the purpose and function statement of the President's Advisory Council (PAC), the primary planning body on campus: "To ensure the long term stability and success of the institution. . . a forum to review and recommend the direction and focus for the College consistent with the College's mission, vision, and core values." The mission's influence on planning is again in evidence when input from the six teams is formally submitted through Program Review, which also uses the Mission statement to frame its guidelines for departments/divisions *(Document: President's Advisory Council Statement of Purpose)*.

Two types of campus committees are governance and operational; both refer to the Mission statement in their purpose and function statements. The governance committees, dealing with short- and long-term global planning are: Budget, College Calendar, Institutional Effectiveness, PAC, Campus Equity and Diversity (whose purpose it is to examine issues of diversity and equal access), Enrollment Management (whose purpose it is to effectively provide student access), and Insurance. The operational committees dealing with short- and long-term planning for individual departments or divisions are: Appeals, Community Education, Classification Review, Safety, Information Security, President's Cabinet, Professional Development Council, and Scholarship.

The Mission statement's influence does not stop at the Goal Setting/Plan Development stage of the planning process. It is also vital to plan implementation *(See Implementation, I.B.)* and to monitoring and evaluation (i.e., Program Review) where it is formally acknowledged in the Program Review Handbook as the standard by which faculty/staff must assess their programs *(See Program Review, II.A.1.) (Document: Program Review Handbook 2003)*.

The Mission statement appears again in the final stage of the planning process: the Facilities Master Plan, Educational Master Plan, and the Technology Plan *(See FMP, III.B.1-2. a.-c., TP, III.3.C.1., EMP, II.)*.

The budget process, which is driven by the planning process, is informed by the Mission statement per Board Policy 6200: "The General Fund Plan and Budget shall be considered an instrument to achieve the College's Mission, Strategic Goals and Priorities…" *(Document: Board Policies, Section 6200, Budget Preparation)*. The Budget Committee makes recommendations regarding budget issues to PAC, and PAC makes its recommendations to the President, where once again, the Mission statement is considered during goal setting and plan development.

I.A.4. – Self-Evaluation

The College meets the Standard.

I.A.4. – Action Plan

- None.

I.B. Improving Institutional Effectiveness
This institution demonstrates a conscious effort to produce and support student learning, measures that effort, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution

demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes and evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to fund its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

I.B.1. – Descriptive Summary

There are both formal and informal communication processes occurring on campus and each has an important role to play in process improvement. The College facilitates dialog about improvement of student learning through the team structure/approach *(See Organizational Charts, Introduction) (See Teams, IV.A.1.)*. In a preliminary survey conducted of faculty and managers by the Standard IV team, regular team meetings were considered the primary means of formally including individuals in global issues and decisions, but the survey also revealed that area managers often communicate informally with individuals and that they believe these connections foster future interactions as well as participation in campus activities.

Headed by the Vice President of Instruction, the Instruction Team, which encompasses all academic and vocational divisions, departments, and faculty, is the largest team on campus. Here, communication occurs within departments at monthly meetings, either formally as proposals or informally as suggestions, and the Chairs take concerns presented there to the division meetings where Deans and Associate Deans hear department concerns and present issues pertinent to the division. On an informal level, individual faculty members are able to see the Deans and Associate Deans at any time to voice concerns and seek advice about academic or professional issues. On the formal level, faculty members see the Deans and Associate Deans during the evaluation process, where they discuss the strengths and weaknesses of their teaching methods. The Student Services Team, which is headed by the Vice President of Student Services, encompasses all related departments. Communication in this area is much the same as that in the instructional area. Many formal and informal discussions that begin on the team level move on to the governance, Academic Senate, and operational committees, whose processes also facilitate campus dialog in a more formal setting *(See Organization Charts, Introduction).*

Most of the councils and committees in this structure are made up of representatives from the entire campus and meet at least once a month. Some examples are the Educational Design Committee, which looks at the depth and rigor of courses and facilitates consistency in the quality of instruction, the Educational Delivery Committee which provides new opportunities for teaching and learning through alternative modes of instruction, and the Student Preparation and Success Council, which addresses barriers to student success and suggested activities to overcome those barriers *(See Curriculum Process, II.A.2.a. and SPAS, II.B.3.)*.

Minutes/reports from Educational Design and Educational Delivery are sent to Curriculum and Instruction Council, which makes recommendations regarding education assessment, design, and delivery matters *(See Curriculum and Instruction, II.A.2.a.)*. Those recommendations are forwarded to the Academic Senate for discussion and approval before action is taken *(See Academic Senate, IV.A.2.b.)*.

Particular examples of improvement of student learning that have resulted from discussion that originated in governance, Academic Senate, or operational committees are: the creation of Learning Communities *(See Learning Communities, II.A.1.b.)*, the Online Moratorium, the Online Course Approval Process, the Distance Learning Faculty Certification Process *(See Distance Learning II.A.1.b. and II.A.2.)*, and the LERN/Math, LERN/English, ESL/AMLA articulation. The LERN/Math articulation originated with the efforts of one academic advisor who raised the issue at a meeting of the Curriculum and Instruction Council. This advisor expressed the frustration of his students who passed LERN 86, a developmental math class, and were still required to take a math placement test before being allowed to register for MATH 50, the most basic math class. The Matriculation Director facilitated meetings in which the faculty in the Math and LERN departments worked together to articulate the courses and remove this obstacle for students.

It is interesting to note that formal communication within the governance process often prompts informal discussion at the departmental level as well.

Students participate actively in formal and informal discussions also. Informally, on the team level, faculty members speak with students during their office hours

and Deans and Associate Deans address their concerns on a daily basis. Formally, students partake in campus-wide dialog as representatives on every governance, Academic Senate, and operational committee. Their input in encouraged in each of these venues.

Further examples of Mt. SAC's culture of open dialog are the annual Academic Senate sponsored Flex Days, which include presentations by faculty and staff members for the purpose of fostering professional development, and the President's Open Forum, where the President is available for informal discussion on any topic faculty or staff members wish to bring forward; these forums occur each semester *(Documents: President's Open Forum, October 23, 2003 and March 22, 2004, and Professional Development Day, 2004)*.

The institution facilitates discussion about institutional processes through PAC, President's Cabinet, the Faculty Association, the Classified Unions, the Academic Senate, and Classified Senate *(See PAC, IV.A.2.a.)*.

I.B.1. – Self Evaluation

In the Fall 2003 Organizational Survey System (OSS), 79% of faculty surveyed felt free to discuss improvements with their supervisors, but fewer than one-half the respondents agreed that Mt. SAC communicated effectively. One reason for this might be that while communications methods within teams are effective, the transfer of the resulting information to the governance committees is not consistent. The other reason could be that while the teams, governance, Academic Senate, and operational committees do encourage discussion about the continuous improvement of student learning, the dialog can sometimes be protracted. For instance, The Online Course Approval Process and the Distance Learning Faculty Certification Process talks continued for over a year. The President and the President's Advisory Council have done a great deal to improve communication processes on campus *(See Self Evaluations, I.B.2. and IV.A.2.a.)*.

While Flex Days and the Open Forums are excellent vehicles for promoting communication regarding campus-wide improvement of student learning, the numbers of faculty in attendance at the Open Forums should be increased.

Finally, the most telling evidence that the College's dialog about student learning and institutional effectiveness is functioning well may be found in a recent student engagement survey which found 73.1% of Mt. SAC students feel the College supports their needs; these numbers do indicate that dialog about student learning and institutional process is occurring, but the numbers could be improved.

I.B.1. – Action Plan

- The President's Advisory Council will develop a flowchart outlining the College's decision-making processes.
- The Academic Senate will discuss ways to encourage Open Forum attendance.
- Team leaders will discuss ways to improve communication between the teams and governance, Academic Senate, and operational committees.

I.B.2., I.B.4
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data. The institution provides evidence that the planning process is broad based, offers opportunity for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.2., I.B.4. – Descriptive Summary

At Mt. SAC, the goal setting, planning, implementation, and evaluation process is based on and driven by the Mission statement *(See Planning, I.A.4.)*. The process is also influenced by quantitative data (surveys of students, faculty, community, and industry partners) and qualitative data (informal input from the same constituents), enrollment projections, curriculum trends, budget trends, and accreditation recommendations. The majority of this data is provided to the institution by the Research & Institutional Effectiveness office *(See RIE, II.A.1.a., III.C.1.; IET, III.C.2.)*.

The President's Advisory Council (PAC), whose focus is strategic planning and quality improvement, is fundamental to institutional goal setting (See PAC, IV.). Input from the six areas (through Program Review) is also vital to the global planning process. Program Review does double duty as it first serves to drive goal setting and planning and then serves to evaluate the plan implementation *(See Program Review, II.A.1.)*.

Although the Program Review processes for Vocational, Academic, Community Education, and Student Services may vary, they are all driven by faculty/staff input, and they all require data collection (surveys of students/faculty), assessment of that data, determination of obstacles to effectiveness, local goal setting, and finally submission of a report to be disseminated campus-wide *(See IV.B.2. and IV.B.2.a.)*.

The budget process is considered "an instrument to achieve …strategic goals" *(See Budget Process, II.D.1.a.-d.)*. The connection between the budget process and institutional planning is reinforced by the fact that the Budget Committee reports to the President's Advisory Council (PAC).

The above processes result in formal documentation of the institution's planning efforts. These are: the Facilities Master Plan, Educational Master Plan, and the Technology Master Plan *(See FMP, III.B.1-2.a.-c., TMP, III.3.C.1., EMP, II.)*.

Another level of planning on campus is conducted by Academic Senate committees *(See Governance, IV.A.2.a.)*. While these committees are not a part of the institution's global/strategic planning efforts, they do address academic and professional planning, and their efforts are consistent with the Mission statement and follow the same processes of goal setting/planning, implementation and monitoring *(See Planning, I.A.4.)*. Those plans, which are academic in nature, are submitted to Academic Mutual Agreement Council before moving to the Board for approval. An example of the goal setting/planning, evaluation process recently occurred in the Distance Learning area. Campus-wide discussion regarding the growth of the online learning program in 2001 prompted the institution, led by the Academic Senate, to set the goal of determining standards for a high quality program. The implementation of the goal/plan began with the creation of an online moratorium, and moved through the building of a strategic plan, and the establishment of an online faculty certification process and an online course approval process. The evaluation of the goal/plan and implementation will occur in the traditional Program Review process.

The College's inclusion of appropriate constituencies in the planning process is documented through Program Review in a variety of ways: from the Program Review Handbook which requires input from faculty and students (in their review), the Deans and Associate Deans (in their review and summary), the Instruction Team (in their review), and the Vice President (in his review and summary) *(See Program Review, II.A.1.) (Document: Program Review Handbook 2003)*.
The purpose and function statements, membership lists, and minutes from the Budget Committee, the President's Advisory Council, and other governance and operational committees are all evidence of the College's broad-based and inclusive planning *(See Governance, IV.A.2.a.)*.

I.B.2., I.B.4. – Self Evaluation

A substantial mid-year state budget cut brought goal setting to a standstill. Energy that normally would have been directed to planning instead went to paring the budget. Now that the initial crisis has passed, the President has asked the Budget Committee to create new budget planning guidelines in Spring 2004.

While there is a procedure in place for utilization of Program Review data in planning, some faculty members express confusion with regard to the connection between the budget process/resource allocation and Program Review data/planning.

PAC's recent review of committees' structure and membership is a healthy sign that the College is actively reviewing its planning bodies for greater effectiveness *(See Governance, IV.A.2.a.)*.

There is also ample evidence of broad-based input for budget planning *(See Budget, III.D.2.b.)*. The responsibility for the Budget process rests with the Budget Committee, comprised of 14 members including managers, faculty, classified staff, and students representing many areas across campus. The Committee meets bi-weekly and provides recommendations to the President's Advisory Council (PAC). Financial documents (budget development worksheets and tentative budget reports) are distributed across the institution *(See Budget Process, III.D.2.b.)*. The College also invites the staff and faculty to annual presentations about the budget process *(See Budget Debriefings, III.D.)*.

I.B.2., I.B.4. – Action Plan

- The Program Review Committee will include a planning flowchart in the Program Review Handbook to reinforce the connections between planning and Program Review and the connections between planning, budget planning, and resource allocation.

Research & Institutional Effectiveness will include a question regarding faculty and staff satisfaction with their input to the planning process in the next Organizational Survey System.

I.B.3., I.B.5.
The institution assesses progress toward achieving its stated goals and makes decision regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of quantitative and qualitative data. The institution uses documented assessment results to communicate matters of quality to appropriate constituencies.

I.B.3., I.B.5. – Descriptive Summary

The College's Core Values, along with the Mission statement, are the foundation for planning, and the Mission, Vision, and Core Values also inform Goal Setting and Plan Development *(See Planning Processes, I.B.2. and 4.)*.

The systematic evaluation of the College's progress toward achievement of stated goals involves data gathering by the Research & Institutional Effectiveness office, the Planning and Resource Development office, and Information & Educational Technology *(See RIE, II.A. and Technology, III.C.1.)*.

This data supports Program Review's efforts to assess and modify instructional and student services through Program Review, and it also drives the annual Directions meeting where managers, faculty, and staff "review the health of special programs and their needs" *(Documents: Directions 2002 and 2003)*.

Two examples illustrate how the institution assesses progress toward program goals using data and input from appropriate constituencies. Both the Mental Health Technology and the Histotechnology programs have advisory councils that meet once per semester to exchange feedback regarding program success *(See Advisory Committees, II.A.)*. Any program can be monitored at the annual Directions meeting. In 2002, Directions minutes noted a low Board Pass rate in the Psychiatric Technician Program and recommended limitations to the program, but in 2003, Directions minutes noted vigorous and successful faculty efforts to improve Board Pass rates and recommended a resumption of the program's growth efforts *(See Psych Tech Program, II.A.1.c.)*.

As a part of the Biology Department, Histotechnology is monitored by Program Reviews for purposes of resource allocation within the Natural Sciences Division. Because it is a new program initiated with a National Science Foundation grant, Histotechnology is also being monitored by Directions. The most recent Directions minutes note that industry is "snapping up" the first program graduates in 2003 and that the NSF has invited Histotechnology to be a model program *(See Histo Tech Program, II.A.2.)*.

One of the College's most significant efforts in assessment of progress toward Institutional goals is documented in the Student Equity Report submitted to the Chancellor's Office by the Equity and Diversity Committee. The report contains assessment of the College's progress toward stated goals and planned activities to overcome "barriers to [student] success," some of which revolve around diversity issues as they relate to ethnicity, gender, and disability. This report "provides the direction for divisions and departments to create programs, establish processes or re-think objectives that would directly support and enhance the College's core values" *(See II.B.3.d.)*.

Under the direction of the current College President, and as a means of improvement of institutional effectiveness, PAC is currently evaluating the governance structure *(See Governance Review, IV.A.2.a.)*.

The budget planning process is part and parcel of the planning process. It is driven by the mission and stated as such in Board Policy 6200. It relies on input from the six teams through Program Review, and it is evaluated during the campus-wide budget debriefing *(See Budget, III.D.3.) (Document: Board Policies, Chapter 6, Section 6200)*.

The College "uses documented assessment results to communicate matters of quality assurance to appropriate constituencies." The institution's Research & Institutional Effectiveness office produces newsletters entitled, *Research Briefs*, reports entitled, *Insights*, and a Fact Book. The first two documents report trends in assessment results affecting the College, its students, and the community such as: basic skills completion rates, transfer rates, community demographics. In addition to the paper copy, which is disseminated across campus, constituencies can access the documents on the College web site. These are updated quarterly. The Fact Book addresses student and community projected trends, enrollment, outcome backgrounds, and perception. Data regarding benchmark college comparisons is also included. This information is

updated each semester *(Documents: Research Briefs; Insights on Mt. San Antonio College; and Mt. SAC Fact Book)*.

I.B.3., I.B.5. – Self Evaluation

Program Review is an effective communication tool for all members of a given area; it is comprehensive and provides valuable information to facilitate the improvement of programs, but a number of faculty members do not understand how this information is utilized. The Directions meeting has also proven a reliable evaluation and planning force, but the results are not well publicized.

An issue reported in surveys of the faculty/staff is that the flow of governance is not clear even to those who sit on governance committees. Once the committee makes a recommendation, there has often been uncertainty as to how the recommendation is implemented.

As part of its evaluation of governance, Academic Senate, and operational committees, PAC sent out a questionnaire to every committee asking "purpose, function, and membership" *(See IV.A.2.a.)*. The high rate of return on those surveys indicated the College's willingness to improve processes and effectiveness.

The budget evaluation process is considered effective by those who attend the Budget de-briefings, but budget information needs to be disseminated more widely *(See Budget Debriefings, III.D.3.)*.

RIE produces well-documented timely research in clearly communicated formats. It is responsive to departmental requests, while it produces and maintains an exemplary web-based database accessible to all faculty/staff. Though they are available on the College web site, faculty, managers, staff, and students are not generally aware of the *Insights* and *Research Briefs* documents. While the online mode of communication is vital, the College may have to expand its use of traditional techniques for informing the campus *(Documents: Insights on Mt. San Antonio College and Research Briefs)*.

I.B.3., I.B.5. – Action Plan

(See Action Plan I.B.2. and 4.)

- After President's Advisory Council has created the new reporting flowchart, it will be distributed to all committees.
- Staff Development will ensure that orientations for new faculty will include an overview of the governance structure and a planning process flow chart.
- Research & Institutional Effectiveness will send bulk email to the campus announcing that a new document is available on the Research & Institutional Effectiveness web page with a brief summary of the topic and a link.
- Research & Institutional Effectiveness will consider alternate venues for providing data to the campus (i.e., catalog, orientation guide, and notices at Flex Day and the Opening and Closing meetings).
- Information & Educational Technology will consider the development of an employee Internet/web portal to assist in pulling various types of announcements, documents, etc. together for easier access.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.6. – Descriptive Summary

The planning and resource allocation processes are reviewed and modified on a regular basis at Mt. SAC. As PAC is the primary planning body on the campus, it conducts a large portion of these reviews and modifications occurring on campus.

Planning Process

The planning process occurs on a global level regarding institutional matters and on a local level regarding academic and professional matters *(See Planning, I.B.)*. Two major changes are occurring in the planning process. The first is the change to the Program Review process, and second is the review of governance, Academic Senate, and operational committees.

Program Review Process

The Program Review Committee, a task force comprised of the Vice President of Instruction, managers, faculty, classified staff, and students provides an institutional method for evaluating programs and services using the data from Program Review to make informed program decisions. It is also charged with the review and modification of the Program Review process itself and reports this to the Office of Instruction for inclusion in the Program Review Handbook.

The following changes to the process are listed in the 2003 Program Review Handbook: registration has been removed, a Student Learning Outcomes option has been added to Phase 1, data review has been minimized temporarily because the budget crisis has reduced the effect recommendations would have on hiring and budget, and instead of the usual annual year-end report of accomplishments, departments are to submit top three program accomplishments for the past year.

Governance, Academic Senate, and Operational Committees

According to the President, PAC's review of governance, Academic Senate and, operational committees was to result in "more efficient…decision making, honor[ing] decisions made at the local level, minimiz[ation] of bureaucracy, and committee membership [based,] when appropriate, on expertise of members rather than on an artificial construct." To date, PAC has submitted a plan which has clarified definitions of those committees and task forces. It has also made recommendations regarding membership based on the committees' purpose and function statements and the newly clarified definitions *(See Governance Review, IV.)*.

Budget and Resource Allocation Process

The responsibility for the budget development process rests with the Budget Committee, comprised of 14 members including managers, faculty, classified staff, and students representing many areas across campus. The Budget Committee meets bi-weekly and provides recommendations to the President's Advisory Council. To facilitate the review of the budget process, many financial documents (budget development worksheets and tentative budget reports) are distributed throughout the institution *(See Budget Process, III.D.2.b.)*. Although the College invites the staff and faculty to annual presentations about the budget process *(See Budget Debriefings, III.D.)*, many employees do not have an accurate or complete understanding of the process itself. The statewide crisis has temporarily suspended Mt. SAC's budget process, but the default system for emergencies such as this did prove itself effective *(See Budget, III.D.1.a.)*. The President has asked the Budget Committee to create a new process for the budget in Spring 2004.

I.B.6. – Self Evaluation

The College meets the Standard.

I.B.6. – Action Plan

- None.

I.B.7. The institution assesses its evaluation mechanisms through systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

I.B.7. – Descriptive Summary

The evaluation process at Mt. SAC is comprehensive and self-reflective. It relies heavily on input from all faculty and staff, data collection conducted by RIE, and suggestions from an informal committee on campus known as the Mt. SAC Research group, consisting of faculty, classified staff, and administrators who meet four times a year and look at new directions for research.

Assessment of the College's evaluation mechanisms is similar for instructional programs, support services, and the library.

Instructional Programs

Academic and vocational programs rely on Program Review to ensure the most systematic evaluation of their programs *(See Program Review, II.A.1.)*. Evaluation of Program Review effectiveness is conducted on formal and informal levels. Informal consideration occurs on the faculty/departmental level where satisfaction with curriculum development and amendment, faculty hires, and allocation of resources affirms the effectiveness of the process while formal scrutiny comes in the form of examination/evaluation by the Program Review Committee *(Document: Program Review Handbook 2003)*.

Vocational programs also use advisory committees to evaluate their programs *(See Advisory Committees, II.A.I.c.)*. Evaluation of the effectiveness of these committees comes in the form of area faculty's satisfaction with the connection between advisory input and curriculum modification/development, and the connection between input and student achievement (i.e., exam and licensure rates and employment rates) *(See Exam/Licensure Rates, II.A.)*.

Surveys also play a part in evaluating the College's academic and vocational programs. According to the Director of RIE, OSS (Organizational Survey System), CIRP (Cooperative Research Program), and CCSSE (Community College Survey of Student Engagement) all supply pivotal data for the College's evaluation processes. Their validity and reliability fall within

acceptable levels (80%), and results are also compared to a normative group for increased reliability. The Community Perception Survey's reliability (as an in-house survey) is judged based on its measurement errors. The survey has traditionally contained 3% measurement errors, but the 2003 version had 8%, so RIE compared the results to those of past years to validate the numbers *(See CIRP, CCSSE, OSS Community Perception, II.A.) (Documents: Cooperative Institutional Research Program [CIRP] 2000 Survey Results; Community College Survey of Student Engagement; and Organizational Survey System)*.

Support Services

Support Services conducts its own Program Review *(See Student Support Services Program Review, II.B.4.)*, but evaluation of the process incorporates the same formal and informal processes seen in the academic area. Student Services also uses the same surveys and methods of evaluation as the instructional area *(see above)*.

Library

The Library also conducts its own Program Review, but like instructional and support areas, assessment of the evaluation itself occurs on both formal and informal levels. Informal communication within the department reflects faculty/staff satisfaction with allocation of funds for expanded services and new hires. Scrutiny does not occur as it does in the other areas: it occurs through division evaluation of Program Reviews. The Library uses the same surveys and evaluation of surveys as instructional and support service areas *(see above)*. It also uses internal surveys, but there is no formal evaluation of these surveys.

I.B.7. – Self Evaluation

The combination of formal and informal processes and sophisticated survey tools allows Mt. SAC to assess its evaluation processes with confidence.

I.B.7. – Action Plan

- The Library will consult with Research & Institutional Effectiveness on means of assessing validity/reliability of its internal survey.

Standard II

Student Learning Programs and Services

Building On Our Strength

MT. SAC

Student Learning Programs and Service

Standard II Committee

Co-Chairs

Sarah Daum . . . . . Associate Dean, Technology & Health
Glenda Bro . . . . . Faculty, American Language

Members

Donna Burns . . . . . Director, ESL & Intercultural Programs
Meghan Chen . . . . . Director, Tutorial Services
Mark Cooper . . . . . Faculty, Biological Sciences
Aida Cuenza . . . . . High School Outreach Coordinator, Counseling
Michelle Grimes-Hillman . . . . . Faculty, Psychology, Education
Chris Magoni . . . . . Skills Lab Support Specialist, Learning Assistance
Robert Rogus . . . . . Faculty, Aeronautics, Transportation & Travel
Steve Woodyard . . . . . Director, Career Placement
Emily Woolery . . . . . Faculty, Library
William Chiu . . . . . Student
Conrad Kiernan . . . . . Student
Richard Moreno . . . . . Student

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1.
The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1. – Descriptive Summary

The mission of Mt. SAC establishes the direction and emphasis of programs offered. Programs are designed to be responsive to community needs, to improve the workforce, and to provide for transfer, career, and lifelong education leading to educational advancement, workplace success, and personal fulfillment. Administrative Regulations and Procedures (503.1)

indicates that "new programs will be examined for inclusion on the Curriculum Analysis Sheet based on their fit with the College mission, current program offerings, and available resources" *(Document: Administrative Regulations and Procedures, Section 503.1)*. Further, this policy gives guidance regarding the sources of initiation: "Initiation of a new program may come from such places as Program Review, the hiring of new faculty, recommendation from an advisory committee, a sabbatical study or state mandate." The policy provides that key faculty and division leadership develop a plan for the submission of a new program to the Chancellor's Office in coordination with an advisory committee, if applicable, and the Instruction Office.

For occupational programs, this plan must include a job market survey to ensure that the anticipated employment demand in the proposed program justifies its establishment. The Regional Occupational Consortium's recommendation for the proposed program sets quality standards for the program and curriculum. It also validates the need for the program in the identified region. This consortium addresses any issues of 'destructive competition' arising from the planned offering of similar programs in close geographic proximity. For transfer programs, no labor market or employer survey is required; however, the appropriateness of these programs for transfer is determined by a programmatic articulation agreement or based on a comparison of course work required at the community college and university levels.

All new academic programs must meet five criteria; appropriateness to the mission, need, quality, feasibility, and compliance. Regarding mission, each submitted program must meet either the primary mission of the California Community College for academic and vocational instruction at the lower division level or a stated ancillary mission. Quality of the proposed program is assessed through a review of curriculum vis à vis program goals and objectives. Feasibility is assessed through college commitments to resources (i.e., funding, faculty, facilities, and equipment) such that required courses can be offered at least once every two years. Finally, proposed programs are evaluated for compliance with existing state and federal laws, statutes, and regulations, particularly as they may impact licensing laws in a given occupation.

At the institutional level, the Curriculum and Instruction Council is charged with "the review of and recommendations regarding the appropriateness and need of proposed programs and courses within programs, including adult education offerings" *(Document: Curriculum and Instruction Council Statement of Purpose)*. Prior to review by the Curriculum and Instruction Council, the Community Services Review Committee, an operational committee, reviews curriculum and instructor credentials from each proposed community services course/program.

Mt. SAC has been active in developing new programs. In the past three years, new academic programs in Interactive Visual Media, Computer and Networking Technology, Restaurant and Hospitality Management, Business Retail Management, Teacher Preparation, Radio, and TV Broadcasting, Electronic Cabling and Wiring, and Histologic Technician have been initiated.

Impetus for a Histologic Technician Program came from industry partners who expressed a clearly unmet need, at the regional level, for prepared technicians. These industry partners supported the College's application for a National Science Foundation Grant that provided for the substantial start-up costs of the specialized equipment and laboratories required by such a program. This program has flourished, graduating its first class in May 2003. The National Accrediting Agency for Clinical Laboratory Sciences recently gave the program a five-year program approval, the longest granted to a new program.

The Electronic Cabling and Wiring program was similarly supported by a strong industry advisory. In this case, an existing program, Electronic Service Technology, directed to a diminishing repair and servicing industry, was de-activated. At the same time, the curriculum was recast into a streamlined cluster of courses leading to a specific skills set that had applicability in a variety of work settings. Industry partners also aided faculty in seeking grant funding to support equipment purchases and in providing certification training for faculty. This program is located in Pomona, a lower income city within the district. The program is housed at a renovated mall now serving as an educational complex, including an elementary school and a high school academy. A pending contract will provide the opportunity for students in this technically-oriented, magnet high school program to take this course work in addition to their high school classes and establish advanced standing in Mt. SAC's Electronics program.

The College mission also focuses on services that contribute to economic growth, global competitiveness, and workforce improvement. Units at Mt. SAC seeking to address this aspect of the mission include Contract Education, Centers for Excellence, Health Occupations

Resource Center, and Small Business Development Centers. These units work closely with their community and business constituents to determine specific needs and the most effective design for addressing them. They also develop an annual business plan to set the direction of their efforts and to identify desired outcomes. These plans serve the same purpose as Program Review does for the academic programs in validating the need and integrity of the services provided. In many cases, these units are delivering customized curricula to address the needs of a specific business/industry or to respond to a need set forth in a request for proposals.

The Welcome Back Program represents one such initiative. This program, which is grant-funded through the Regional Health Occupations Resource Center, recognized that many recent immigrants to the Southern California region already possess degrees and certifications in health professions from their native countries. These professionals have not been successful in meeting the varying requirements for working in their chosen professions despite the serious and significant shortages in trained healthcare personnel. This program provides counseling and a range of support mechanisms to allow these professionals access to the highest level of employment based on their interest and capability.

Needs for student support services have also been identified based on assessment of student performance in academic programs. The Math Activities Resource Center (MARC), was developed out of a Title V grant that recognized the poor performance of students, particularly Hispanic students, in pre-collegiate math courses. Following the model of benchmark college Santa Monica, a lab utilizing both computerized tutorials and in-person tutors was opened in the 1999-00 academic year. The lab was located adjacent to the Math department to foster usage. The demand for services quickly increased from 40 to 60 hours per week. Data collected from student participants showed that students spending five or more hours per semester in the lab scored one letter grade above their peers. Data also showed that Hispanic students profited from these services more than their non-Hispanic peers. The College is currently seeking funding to expand these services.

Mt. SAC supports the integrity of its programs and consequently has increased its emphasis on research to assess their effectiveness. The Research & Institutional Effectiveness (RIE) office provides a range of studies: community profiles, applicant assessment, enrollment, student background and perception, student success and retention, alumni, and employers. Student success data includes transfer, certificate and degree, retention and success, and persistence studies. The College maintains and distributes data regarding transfer rates annually. Data regarding issuance of degrees and certificates is available on the College information system, ICCIS. In Fall 2003, a new study of employment of students completing vocational degrees or certificates was published. The initial study had a response rate of 63% and provided information about employment related to college preparation. As this study is repeated, vocational programs should gain valuable data measuring student achievement through employment in their field of study *(Documents: Transfer: Campus Report for University of California and California State University; A.S. Degree and Certificate Performance Report and 3-Year Summary; and Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002)*. Retention, success, and persistence data is available by program and can be accessed each semester. In addition, individual programs may track student achievement on board examinations and in program-maintained employment databases *(Document: Mt. SAC Programs Exam Pass Rate Percentages)*. Vocational programs can track their students' performance in four areas: achievement, completion, employment, and non-traditional participation and employment, using 'core indicator' data collected by the Chancellor's Office. These indicators establish the program's performance and allow comparison with other schools and with statewide performance targets.

Community services and community education programs collect a more limited range of data – enrollment, retention, and student evaluation, with the exception of English as a Second Language (ESL), a non-credit program which tracks student progress into credit classes. Workforce development programs may track success of students through industry-related examinations, employment, work performance, as well as employer/employee satisfaction with services.

Programs are not mandated to use the available data to assess program effectiveness. However, each academic program participates in Program Review annually. The objectives of this process are to assess how well programs function relative to the mission of the College and the needs of the community, to aid in planning and decision-making, and to improve programs. This process is a three-year, three-phase review cycle focusing on research and data collection in Phase 1, analysis in Phase 2, and interpretation and goal setting in Phase 3. Programs in Phase 1 develop a plan for

collecting "meaningful faculty, staff, and student data" that is then analyzed in Phase 2, the following year. Data collected should focus on a limited number of aspects. Programs are advised, "program faculty should focus on the purpose they have for collecting data – trends in enrollment, student success, student engagement, job placement, transfer and/or demographics" *(Document: Program Review Handbook 2002)*. The process also provides for programs to use data collected through accreditation, VTEA surveys, or other available transfer, placement, completion, and retention data. Faculty members are encouraged to work with the Research Office in planning and designing their assessment and data collection processes. After analyzing data and determining trends mentioned above, Phase 3 requires programs to "reflect and report on their mission and three-year goals." They also develop three-year plans for marketing and staff development. Community education, community services, and workforce development programs are not required to follow the same Program Review process. However, they do complete an annual business plan requiring that they specify outcomes for their activities.

Program currency, appropriateness of teaching/learning strategies, and learning outcomes are assessed through multiple mechanisms including Program Review, program advisories, external accrediting/approving agencies, and articulation procedures with other educational institutions. Through Program Review, faculty members assess their entire curriculum at least every six years. Some aspect of curriculum review is included in each phase of this three-year review cycle. The Program Review process also includes curriculum review. Phases 1 and 2 require academic programs to review curriculum to "correct any compliance inconsistencies and to discontinue any courses that are no longer viable." In Phase 3, academic programs "review curriculum sequencing and prerequisites. Academic programs also evaluate certificate and major requirements based on changes in the field and articulation demands." Any changes must be approved and documented by the Educational Design Committee. In addition, faculty members certify that all courses meet at least one of the following criteria: a graduation requirement, a California State University or University of California transfer course, a preparation for licensure, a major/certificate requirement, a basic skills course, or a student services support course. A rationale is requested for courses not meeting these criteria. Similarly, programs having an external accrediting/approving source must undergo regular curriculum review (every three to ten years) to maintain their status. Typically, programs with longer accreditation cycles are required to submit annual or interim data to update program status. A major focus of advisory committees is currency of career-oriented programs. These committees provide valuable input and recommendations regarding trends, employment needs, job placement, and future industry directions. Their input is critical in evaluating the need for new programs. They assist faculty in validating the need for updating existing curriculum as well. Finally, the articulation process, whereby Mt. SAC courses and programs are deemed consistent with the standards of four-year institutions, is another measure of currency and integrity. These agreements must be updated periodically.

The Program Review process is the College's means of evaluating the role of a program in the overall College curriculum. These reports are distributed in various ways. All Program Reviews are submitted to the President's Advisory Council (PAC) for review of budget data and rationale. The reviews are also submitted to the Faculty Priority Committee as rationale for additional faculty positions. The Vice President of each team reviews the reports and forwards a team summary to the President's Cabinet. The summaries are then compiled and distributed to PAC to assist in communication, planning, and decision making.

As indicated in II.A.1.c., Mt. SAC is in the initial stages of an institution-wide transition to assessing programmatic and teaching effectiveness through student learning outcomes. To foster this transition, the College has invested considerable resources in staff and faculty development. Beginning in Fall 2003, a committee created by the Academic Senate, the Student Learning Outcomes Steering Committee, accepted the charge to lead this transition, including making recommendations for those resources that are needed. In addition to the College's investment in resources to support assessment focused on learning outcomes, Mt. SAC continues to encourage innovative teaching. In the past two years, the College has offered 36 classes in "classroom applications," 56 classes in "computer applications related to classroom instruction," and seven retreat/conferences, including four related to teaching assessment and learning outcomes.

II.A.1. – Self Evaluation

Mt. SAC program approval processes assure that each new program reflects the mission and meets the needs of the institution and its student population. Once established, academic programs participate annually in Program Review processes that provide for curriculum

review at least every six years and direct programs to engage in self-assessment based on program-determined interests annually. The College makes available data regarding transfer, certificates and degrees, success and retention, persistence, and, most recently, employment that may be used in this assessment process. Use of student success data in Program Review has been inconsistent and limited; however, as the College moves to an assessment-driven focus on learning outcomes, it can be anticipated that more programs will seek and use outcomes data as a primary assessment measure for Program Review. Programs that are currently accredited/approved by external agencies regularly use student achievement data in their reporting; however, these same programs may not use a similar focus in their college Program Review. The regular use of student achievement data to assess the integrity of college programs will require a shift in and refinement of focus in the Program Review process itself.

Existing processes of Program Review, program advisories, external accreditation and approval, and articulation work to assure that programs are current and teaching/learning strategies are appropriate. In addition, a change in the College computing systems enabled all existing course outlines to be placed online. Faculty members have been providing needed course updates and revisions, and the Educational Design Committee has been reviewing each updated course prior to being placed online. Approximately 80% of all courses have been updated and/or revised in the past four years.

Community education and community services programs do not have the same data sets available as academic programs and do not currently complete Program Review per se; however, those programs do monitor their responsiveness to their target audiences through enrollment, retention, and student satisfaction surveys.

II.A.1. – Action Plan

- The Program Review Committee, in conjunction with the SLOs Implementation Team, will revise the Program Review processes to focus on a learning outcomes approach.
- As changes are made to Program Review procedures to incorporate assessment of learning outcomes, the Research & Institutional Effectiveness office and Staff Development will develop both "just-in-time" and traditional workshops to aid faculty and staff in planning and designing effective assessment strategies.
- Faculty and staff in Community & Non-Credit Education will review the business plan process to determine how learning outcomes might be incorporated and what data would be needed for meaningful assessment.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.a. – Descriptive Summary

Mt. SAC relies upon research and analysis to identify the varied educational needs of its students. The College's Research & Institutional Effectiveness office directs most of the research and assists programs and departments in identifying student needs. Research reports are made readable to the general population, and campus announcements (*Insights*) concerning pertinent data are made via the campus email system. The Research department has a web page that outlines the Research Action Plan, http://research.mtsac.edu/. The following is a summary of some of the latest and most pertinent research studies completed at Mt. SAC.

CCSSE *(Document: Community College Survey of Student Engagement)* "Results from this survey provide a new perspective on Mt. SAC students. Mt. SAC now knows more about what the students are doing to help them succeed in their education and what the College is doing to help the students. Likewise, the College has a new perspective on the barriers the students face in achieving their educational goals." These results give us information about students' goals, their use of technology, and their perception of Mt. SAC.

For example, some of the pertinent findings are:

- 34% of the respondents indicated that they use some type of electronic medium to discuss or complete an assignment, and they use email to communicate with faculty.
- 69% indicated that their primary goal was to transfer to a four-year college.
- Only 28% said that Mt. SAC was helping them cope with their non-academic responsibilities. Other areas in need of improvement included providing

students with the help they need to thrive socially (32%) and to finance their education (32%).
- 73% indicated that Mt. SAC had a strong influence on their acquiring a broad general education.
- Over 60% felt that Mt. SAC had influenced their ability to learn on their own, their ability to think critically and analytically, their writing style, their speaking style, their ability to work effectively with others, and their ability to understand themselves" *(Document: Community College Survey of Student Engagement)*.

For 17 years, Mt. SAC has participated in the CIRP *(Documents: Cooperative Institutional Research Program [CIRP] 2000 Survey Results and Three-Year Comparison Report - 2000, 2001, 2002)*, which is a national longitudinal study of the American systems of higher education. "The survey explores the demographics, attitudes, and opinions of first-time, full-time students at public two-year colleges. Responses reflect their experiences in the last year of high school and their expectations for college." The respondents answered 39 questions on the national survey plus 15 questions related to Mt. SAC in particular. Findings from this study identify student learning needs:

- 52% are "first generation" college students
- 62% speak English as the first language
- 40.5% feel they need assistance with mathematics
- 28.9 % feel they need assistance with writing
- 28% feel they need assistance with English
- 72.5% have some or major concerns about how they will finance their education.

In November 2000, an external environmental scan was completed by a consulting firm to prepare 20-year enrollment projections and draw conclusions for educational and facilities planning. It provided key background data and input for the Long Range Strategic Plan, "Vision 2020." This research report also supplied data to prove a need for satellite locations; thus, the Pomona and Baldwin Park facilities were developed *(Document: Enrollment Simulation and Planning)*.

"2020 Vision" is an initiative completed in Fall 2001. Along with reviewing the College's Mission statement, Vision statement, and Core Values statement, the goals of the initiative were to "update the College's Educational and Facilities Plan, known as "Vision 2000," project enrollments, programs, and provide strategic direction for the next 15 years, and provide information, strategic directions, and goals that are used to update the College's 5-year Facilities Action Plan and guide the Annual Planning and Budget Process." The specific tasks of this initiative were to complete the external environmental scan, complete enrollment analysis and 15-year forecasts, and complete an internal environmental scan, which included an analysis of current performance, development of benchmarks and performance goals, review of existing policies and AR&Ps, and review of organizational design and strategies. This 2020 Vision Report is made available to all programs and departments to be used for the Program Review process *(Document: 2020 Vision Strategic Plan)*.

The Educational Action Plan for 1998-2003 is a five-year action plan used for informed decision-making. It was developed during the 1997-98 academic year by the Student Learning Team with representatives from Community & Non-Credit Education, Student Services, and Academic Senate. The key issues were budgeting, transfer preparation, workforce learning, certificates, college preparation (Basic Skills), General Education, technology, support services for access and retention, and facilities planning *(Document: Educational Action Plan – 1998-2003)*.

A "Community Perception Survey" was completed to comply with Mt. SAC's goals to "make data driven decisions and take the pulse of the community." The survey was sent to 773 community leaders with a 21% return. When asked what programs the College should focus on in the next 20 years, 61% replied that it was important for Mt. SAC to provide more online classes. 78% of the respondents also reported that they were "very likely or likely" to support a bond measure; this response encouraged the College to pursue its successful facilities bond measure *(Document: Community Perception Survey)*.

Research is also done at the program level to assess student learning needs. For example, every semester, students in vocational programs are asked to complete a VTEA survey to gather information about educational goals, employment, income, and service. These findings are used to increase student persistence rates and to develop student learning outcomes.

A study of the labor markets was completed by Research and Development in August 2003. Data shows the economy and employment rates of L.A. County. This research also indicated that the fastest growing occupational areas in San Gabriel Valley are healthcare, education and research, science and technology *(Document: Education and the Labor Market)*.

Mt. SAC collects data from credit and non-credit applicants to study trends in enrollment, student profiles, and educational goals. From this research, Mt. SAC also compiles statistics on applicant trends by city, college district, ethnicity, and high school education.

In addition, Mt. SAC collects data from student assessment that gives information about student needs for program development and scheduling of classes.

All of this data is incorporated into program planning in various ways. The Program Review Committee, a college-wide governance committee comprised of the Vice President of Instruction, managers, faculty, classified staff, and students provides an institutional method for evaluating programs, support services, processes, and efficient utilization of College resources. Its function is to evaluate and provide necessary materials and information to self-study areas. It regularly reviews the pertinent research to make informed program decisions. Mt. SAC's Program Review is a three-year cyclical process. The process requires that each College program, department, and service area complete data collection and analysis in order to set goals and make program changes. The research data that is already compiled at the College is made available for this process. In addition, the President's Advisory Council (PAC) uses the data for program planning. A review of PAC's minutes for Fall semester 2003 shows that decisions for changes are made based on research. On September 3, 2003, an analyst from the Research department reviewed statistics from the Partnership For Excellence (PFE) report on goals, achievements, and projections *(Document: President's Advisory Council Meeting Notes, Fall 2003)*. On September 17, 2003, the committee received copies of the CCSSE 2003 Survey Results for review.

The College uses data to determine student achievement. The Office of Institutional Research & Effectiveness collects statistics from degrees, certificates, probation/dismissal rates to measure success of intervention, GPA, transfer statistics, and job placement. Examples of this are the "1998 Alumni – Two-Year Post Graduation Survey and the Spring 2002 Alumni Survey: 8-month Follow-Up." These surveys provide documentation of demographics, continuing education, educational experience, and employment history; for example:

- 58% of the respondents indicated that their current job was related to their education at Mt. SAC;
- 78.1% indicated that they were currently employed;
- 66.5% indicated that they were planning to use their degree or certificate to find work while they continued their studies *(Documents: Spring 2002 Alumni Survey; Eight-Month Follow-Up and 1998 Alumni: Two-Year Post-Graduation)*.

II.A.1.a. – Self Evaluation

The College uses its research regarding student needs for both global and local planning. Although the research process is adequate, there are two areas that need to be improved in order to be highly effective. First of all, many programs collect data without guidance from RIE and have difficulty applying the information appropriately. Second, the research is not consistently applied to student learning outcomes assessment outside of the vocational areas.

II.A.1.a. – Action Plan

- Research & Institutional Effectiveness will systematically increase awareness of all the research that is currently being done. Each department and program will appoint a designated liaison to the Research team for better access to research that is pertinent to their planning endeavors.
- The SLOs Implementation Team will aid departments and programs in assessing student learning outcomes at the program level.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.1.b. – Descriptive Summary

In addressing the current and future needs of its students, the College utilizes a variety of delivery systems and modes of instruction. The majority of the classes are taught in the traditional style with a lecture/lab modality. Students are assessed using research papers, lab reports, and projects.

This "traditional" classroom instruction is enhanced by student participation in labs and learning center activities such as the Writing/Reading Assistance Center (WRAC), the Math Activities Resource Center (MARC), tutoring, enhanced English classes, and classes with a lab component.

Acknowledging that learning also takes place outside the classroom and mastery of skills in on-the-job practical experience, the College has a number of programs that have clinical, intern, or field study components such as Animal Health, Agriculture, Ornamental Horticulture, Air Conditioning, Air Traffic Control, Alcohol Drug Counseling, Architectural Technology, Animation, Accounting, Paralegal, Business, Office Professional, Marketing Management, Child Development, CIS, Paramedic Engineering Design Technology, Family and Consumer Sciences, Field Studies in Fashion Merchandising and Design, Fire Science, Histotechnology, Interior Design, Journalism, Mental Health/Psychiatric Technician, Music groups and ensembles, Nursing, Individual and Team Sports Participation, Coaching/Fitness Specialist/Athletic Training, TV/Film/Radio Broadcasting, Restaurant/Hospitality, Sign Language, Forensics, and Theater.

Online and Distance Learning classes allow the College to serve the needs of those students who need more flexibility and find it difficult or impossible to travel to campus each week. The requirements and technology needs are clearly outlined in the course schedule, and information can be accessed online at www.mtsac.edu/college/distlearn. The Spring 2004 listing of online learning classes includes 41 sections in a variety of disciplines from American Language to Understanding the Visual Arts to Principles of International Business to Introduction to Philosophy, Critical Thinking, and Ethics. The Spring 2004 offerings of online-supported (hybrid) classes include 18 sections of courses across interest fields such as Biological Anthropology, Critical Thinking and Writing, and General Psychology *(Document: Mt. San Antonio College Schedule of Credit Classes, Spring 2004)*.

Mt. SAC has an Online Learning Support Center for faculty, offering assistance in accessibility, web design, course management, Front Page development, and multimedia issues such as streaming video, digital cameras, and WIMBA Voice Discussion Boards. This Center offers faculty articles, books, handbooks, and courses to ensure quality educational delivery. Statistics from Spring 2002 student evaluations indicate an 80-90% satisfaction rating for their online learning experience *(Document: Special Programs Reports Mt. San Antonio College, Distance Learning)*.

Mt. SAC has a Weekend Business College, which provides an opportunity for working adults to obtain an A.A. degree by attending college on Friday night, Saturday, and Sunday. This is an intense program, and the students move through as a cohort. The student enrollment was 56 for 2002-03. Many of the Sunday courses have been replaced by distance learning courses *(Document: Special Programs Reports Mt. San Antonio College, Weekend Business College)*.

Disabled Student Programs & Services (DSP&S) provide services, which "enable students with specific disabilities verified by a physician or appropriate professional to access and participate in instructional and non-instructional programs" at the College. In the 2002-03 academic year, 1,466 students were served with retention rate of 74% and success rate of 88% *(Document: Special Programs Reports Mt. San Antonio College, Disabled Students)*.

Mt. SAC has been awarded a four-year federal TRIO Grant – Upward Bound. Funded at $220,000 annually, for a total of $880,000, this grant will allow the College to provide supplemental instruction and support services to at risk high school students enrolled in the Pomona Unified (Ganesha, Garey, Pomona) and Hacienda La Puente Unified School Districts (La Puente). Specifically, the grant is to serve 50 low income and first generation students with instruction, services, and activities that will enable them to graduate from high school and successfully enter and graduate from postsecondary education. A five-week, Summer Residential Program housed in the dormitories at Cal Poly Pomona will allow students to receive intensive academic instruction over the summer months. Per the grant guidelines, academic subjects to be covered are: Math, Laboratory Science, Foreign Language, Composition, and Literature. An Academic Year Program will provide tutorial and counseling assistance to students at their high schools, including a Saturday Academy held at Mt. SAC. Graduating seniors transition into the highly successful Summer Academy Bridge Program, which is comprised of both the Student Success Summer Academy, a six-week, intensive summer institute to assist entering at risk students in improving their basic skills and in becoming familiar with the College, and Freshman Experience, which provides a continuum of instructional support through the students' Fall and Spring semesters in their freshmen year. It is a program "designed for new freshmen who have low placement test scores and other at risk factors such as low socio-economic backgrounds, academically under-prepared, and English-as-a-Second Language learner. It offers linked courses emphasizing basic skills in math, English, and study techniques offered in a learning community environment. Students enhance their academic and personal development through participation in extracurricular activities such as

career and personal development workshops, leadership retreats, and university tours. Parents are invited to participate in the educational process through orientations, information workshops about financial aid and college, and university tours." The program statistics for 2001-02 indicate an 89% retention rate and an overall 85% success rate for the classes in the program *(Document: Special Programs Reports Mt. San Antonio College, Bridge)*. Survey results for Summer Academy Fall 2003 depict the positive effects of the program. Only 59% of students taking the pre-academy test agreed with the statement, "I feel comfortable and accepted on campus," as compared to 92% of students taking the post-test (post-academy).

COMPARISON OF SUCCESSFUL PASS RATES
ALL COLLEGE STUDENTS AND BRIDGE/MATH ACADEMY STUDENTS

Course	Success Rates All Students (average)	Success Rates Bridge/Math Academy All Students (average)
Math 50 Pre-Algebra	52%	85%
Math 51 Elementary Algebra	40%	85%
Math 52 Elementary Algebra	48.5%	77%
Math 72 Intermediate Algebra	41.5%	63%

Success Rates are based on a "C" grade or higher or "credit" in the class.

Mt. SAC's Math Academy is an academic learning environment created as a result of the Bridge program developers' efforts to apply learning communities to other disciplines and the Math Department's desire to address the high failure rates in algebra classes. Students enroll in and finish the A.A. and A.S. math requirements, MATH 51 and MATH 71, in one semester. Students work with study groups and tutors in required STDY 85 and MATH 96 (Strategies for Math Success) classes and dedicate sufficient time on task to master critical math concepts. A math-trained counselor assists directly in the classroom by teaching study skills and anxiety reduction techniques as well as creating study groups.

After the success of Summer Bridge and Math Academies, College leadership funded a larger effort to offer Learning Communities to a broad base of students, and the Mt. SAC Academy was the result. It is comprised of "multiple linked courses, English, math, counseling, tied together by community classes [that] enable first-time college students to be enrolled in a supportive and structured learning experience." This allows students to start college on a positive note and to acquire abilities they can use in other college courses *(Document: Mt. SAC's Learning Communities A Natural Bridge to Student Learning Outcomes January 2004)*.

Mt. SAC's Supplemental Instruction (SI) program "provides a trained tutor to support students by attending classes with the students and conducting 2-3 study sessions for students outside of class time. The SI leader meets with the designated faculty member on a weekly basis to determine the most difficult topics presented and to develop strategies for success." Student surveys indicate a high level of satisfaction and overall grade improvement for the students who participate in classes with SI's *(See SIs, II.A.1.c.)*. The SI program in Physics was cited as a student success model in Mt. SAC's Physics program's nomination for a national award. In 2002-03, 1,008 students attended SI sessions. Because this program is subject to the budget restraints, the focus at this time is not on growth but in continuing the quality of service *(Document: Special Programs Reports Mt. San Antonio College, Supplemental Instruction)*.

Mt. SAC's Honors program, which is the state's largest, is an "inter-disciplinary and inter-divisional program through which graduates are eligible for special transfer agreements and honors scholarships at several baccalaureate level institutions. Highly motivated students can explore the academic disciplines in a more challenging, accelerated setting. These courses provide

an enriched curriculum, seminar-type classes, close interaction with Honors program faculty and special projects and activities." In the Fall and Spring semesters of 2002-03, 24 courses were offered with close to 600 students enrolled in the program, and the retention rates were over 90% *(Document: Special Programs Reports Mt. San Antonio College, Honors)*.

Mt. SAC's Study Abroad program is part of the Foothill Consortium. It provides "quality international educational experiences for students and faculty by developing programs and delivering services that develop the skills necessary to become competent citizens of the global community." Forty-nine students took advantage of this program in 2002-03 *(Document: Special Programs Reports Mt. San Antonio College, Study Abroad)*.

Mt. SAC's Service Learning program links academic course work with community service. "In order to accommodate a variety of student needs throughout the campus including non-credit ESL and Community Education, the program description varies from course to course." Service Learning may be incorporated into an existing course, added as a one-unit LINKED course, or taken as a stand alone one, three, or six-unit course. An independent study Service Learning course is also offered. The program goal is to "assist students in connecting course work with real life experiences while benefiting the learner and the recipient of the service." From 2000-03, 600 students per semester participated in Service Learning projects. A booklet is available each September which highlights the work and efforts of all Mt. SAC students and faculty who take part in Service Learning projects *(Document: Special Programs Reports Mt. San Antonio College, Service Learning)*.

The Teacher Preparation Institute (TPI) is a center established "to help students succeed in becoming K-12 credentialed teachers. The Institute provides counseling, advisement, and assistance related to the teaching field. There is also pre-registration into TPI courses and book loans for students enrolled in TPI. There are 33 sections of faculty-designed special courses which fit the Liberal Studies major pattern for elementary school teachers and the General Education pattern for students who major in a single subject for secondary teaching. In addition to the course content, faculty members include assignments and activities which reflect issues related to the world of education. Students also take advantage of opportunities to do early fieldwork in the area of tutoring, and there are cross-enrollment opportunities to take university courses" *(Document: Teacher Preparation Institute)*.

II.A.1.b. – Self Evaluation

The recent college-wide statistical report indicates that Mt. SAC has a high rate of student retention (85%) and success (68%) *(Document: Mt. San Antonio College Retention and Success Spring 2003)*.

Mt. SAC offers an abundant array of modes of instruction and delivery systems to its students. Growth in these programs indicates that student learning needs are being met. The quality of these delivery methods is monitored, especially in the area of online distance learning. The Academic Senate has placed a moratorium on all development of online classes while a satisfactory system is being established to ensure the quality of online classes. The Educational Design Committee has approved the new online course approval process created by the Academic Senate's Ad Hoc Committee. The Professional Development Council and the Distance Learning Committee have developed the online certification process for professors, which has been approved by the Academic Senate.

II.A.1.b. – Action Plan

- Once the moratorium is lifted in Fall 2004, the College will expand the offerings of online courses to meet the growing demand.
- All instructional programs and special programs will adopt student learning outcomes as a means of assessing effectiveness.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.1.c. – Descriptive Summary

Mt. SAC is transitioning to the use of student learning outcomes as the focal point of student achievement assessment and program improvement. The College has been steadily moving in this direction through its efforts to incorporate the quality model in its instructional approach, to use assessment as a tool of learning, to relate it to work-based activities, and to make Program Review a systematic, data-driven process. In the past three years, representatives from across the campus have explored different approaches to learning outcomes at the course, program, and

institutional levels. These explorations have resulted in a number of pilot projects incorporating a learning outcomes focus in such diverse areas as English as a Second Language (community education), Developmental Education (academic/learning support services), and Psychiatric Technician (academic/vocational). In addition to these pilot efforts, other clusters of Mt. SAC programs have been using student achievement/program performance data derived from accrediting and other external examinations and employers and graduate survey processes to guide program improvement. These clusters include15 programs accredited/approved by external agencies *(Document: Accredited/Approved Programs)*, 41 programs guided by advisory committees *(Document: Advisory Committee Handbook)*, and 18 vocational programs using 'core indicator' data collected by the Chancellor's Office *(Document: List of TOP Codes and Titles Funded in 2002-2003) (See Current Processes, II.A.2.h. and II.A.2.i.)*. Collectively these programs/departments represent almost all of the Associate of Science degrees and certificates offered.

Current Campus Processes

While Mt. SAC moves toward campus-wide implementation of learning outcomes, existing structures and processes support quality and consistency in student achievement. New programs/courses must specify outcomes, broadly inclusive of instructional objectives and program needs, which are reviewed through college curricular and Chancellor's Office processes.

For each new course, faculty members submit course description, measurable instructional objectives, content outline, assessment methods, and sample assignments for review by the Educational Design Committee, a committee reporting to the Curriculum and Instruction Council. This Council is an Academic Senate committee made up of faculty representatives from each academic division and community education, the Director of Assessment, and the articulation officer, co-chaired by the Academic Senate curriculum liaison and an academic administrator. Its mission is "to facilitate consistency in the quality of instruction through curricula management." The instructional objectives are evaluated for consistency with the description of the course and its placement in sequence of program/certificate/degree courses *(Document: Curriculum Development Guide, 2003)*. Methods of assessment are evaluated based on the course emphasis on written evidence of competency versus computation or skills. This committee is responsible for determining whether the course requirements are consistent with collegiate level work and whether the course is appropriate for transfer articulation with UC/CSU *(See Curriculum, II.A.2.)*.

When a new community education, occupational, or transfer program is proposed, the need for that program must be established through evidence of employer/job market demand and/or possible articulation with a baccalaureate-granting institution *(Document: Program and Course Approval Handbook, Chancellor's Office, California Community Colleges)*. This evidence supports two of the institution's primary goals for its students: to be employed in the field of study and/or to transfer to complete advanced studies.

Once established, all academic courses/programs are reviewed through the Program Review process *(See Program Review, II.A.1.)*.

Student Learning Outcomes, Early Implementers

As a result of exposure to the concepts of learning outcomes through workshops and visitations/ observations, several diverse faculty groups have embarked on the implementation of learning outcomes at the program level. These faculty members have shared their experiences with other faculty, both formally through campus-wide forums and workshops and informally through consultation with interested programs. Faculty members in two of these programs, Developmental Education and English as a Second Language, have taken the process through the 'close the loop' phase. The third, Psychiatric Technician, has collected an initial set of data but will extend that data gathering for additional semesters prior to making a final data analysis.

The Developmental Education group applied the outcomes model to both an academic program in writing and to a support program in writing tutoring. Results of their first cycle of assessment in the writing program indicated that students did achieve at the desired level but data also indicated a need for greater instructional emphasis on structure. The results in writing tutoring were more dramatic, if negative. This program found that on-demand tutoring services had a limited impact on students' writing performance. Students receiving on-demand tutoring showed lower rates of achievement than students in supplemental instruction or lab-attached tutoring approaches. These

results have provoked reconsideration of how tutoring services are delivered *(Documents: Student Learning Outcomes Assessment LERN 81, Spring 2003 and Student Learning Outcomes Assessment Writing Tutoring Program Pilot Study, Fall 2002 and Spring 2003)*.

ESL, a non-credit community education program, started to focus on multiple measures of student performance/achievement several years ago after confronting the failure of traditional grammar and structure exams in identifying students who would be successful when transitioning to English/ communications credit courses. Over time, these faculty developed cross-program assessment procedures and standards. Assessments in the program are completed by a team of evaluators using faculty-developed scoring rubrics. Use of these assessment tools has clarified the 'readiness' of students to move between levels within the ESL program and, if desired, to transition to credit programs. ESL program faculty members recognize the need for an ongoing assessment strategy and a mechanism to track students exiting the program.

The Psychiatric Technician program is accredited by a state board, and students completing the program must pass a board examination as a part of a licensing process. Surveys from employers confirmed the program turned out better practitioners, but faculty were concerned about a reduction in Mt. SAC students' board pass rates in the previous two years, following a period of enrollment expansion, faculty turnover, and changes in teaching and assessment approach (use of capacity matrix outcomes). Faculty re-evaluated the program and discovered the need to align the program's method of testing with the method used by the State. Adjustments were made to exams and review processes, but content remained unchanged, and creation of learning outcomes regarding mastery of testing methods resulted in early data that indicates students who meet this new outcome are now passing their professional entry examination at above state averages *(Document: Student Learning Outcomes Assessment Psychiatric Technician Program, 2002-03)*. The program faculty will continue to collect data prior to final analysis.

Faculty members in these programs speak to the time, effort, and experience needed to foster these nascent efforts. They have also suggested that institution-wide implementation will provoke institution-wide change.

Student Learning Outcomes, Career-Oriented Programs

Programs accredited by external agencies include Nursing, Psychiatric Technician, Veterinary Technician, Histologic Technician, Radiologic Technician, Respiratory Therapy, and Paramedic. These programs have curricular content, structured learning experiences, and/or outcome competencies that are mandated by a professional association or consumer protection agency. In addition, these programs track student success through achievement on board examinations and employment. Select programs may also track satisfaction of graduates and employers. Faculty in these programs regularly review board pass and employment data and use any trends noted to adjust curricular emphasis, clinical experience, and learning support services.

Other Mt. SAC programs have an "approved" curriculum and are focused on preparation for employment or advancement in a specific industry. Paralegal, Child Development, Aviation Maintenance, Aviation Science, Alcohol & Drug Counseling, Real Estate, and Fire Technology, for example, each have curricula that have been reviewed and approved by an external professional/industry organization. Completion of these programs assures students access to qualifying examinations, credit toward an industry approved or professional certificate, and/or access to additional educational opportunities toward a career goal. These programs are reviewed periodically and must continue to meet the standards of industry/professional associations. While not mandated to track student outcomes, numerous faculty members determine and report this data as part of their work with advisory committees.

Forty-one advisory committees guide the Mt. SAC career-oriented programs. These committees are an essential partnership between the program and the local business community, providing input and recommendations regarding employment needs, job placement, and future industry directions. Their input is critical in evaluating the need for new programs or changes in existing ones. For example, advisory committees have provided information and direction in the recent restructuring of the Animation program into multiple tracks, in initiating new programs in Cabling and Wiring and Histotechnology, and in providing guidance in curriculum revisions to Manufacturing, Air Conditioning and Refrigeration, Fashion Merchandizing and Design, Graphic Arts, and Photography. They are

also an invaluable source for input regarding the success of our students and the appropriateness of our programs in meeting industry demands. Career-oriented program faculty members meet with their advisory committees annually.

Finally, in addition to the mechanisms already presented, programs receiving Carl Perkins funding (VTEA) track success of their students through 'core indicator' data. Data categories include achievement, completion, employment and non-traditional participation/employment. Participating programs review this data annually and include activities in their annual plan to address performance below state negotiated levels.

Over the past six years, Mt. SAC has been pursuing multiple staff development initiatives that have moved the institution toward a focus on outcomes. Initial development sessions have been followed with observations, visitations, and/or individual program consultations. In addition, the College has supported opportunities for faculty to share implementation efforts with other programs/faculty.

The initiatives have included the following:

- Quality Learning Processes – David Langford
- Learning Communities – Norena Badway, James Anderson
- Institutional Abilities Model – Alverno College
- Institutional Effectiveness – Institutional Effectiveness Associates and RP Group.

To facilitate the process, the Academic Senate's, Student Learning Outcomes Steering Committee, has created a a four-year plan for campus-wide implementation of SLOs *(See Proposal for the Establishment of a SLOs Team and Implementation Process) (Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

II.A.1.c. – Self Evaluation

Using existing campus curricular and Program Review processes, Mt. SAC works to assure the quality of its programs and the success of students. These long standing efforts have been effective in supporting initial program development as well as program revision. Student achievement has been assessed through a variety of means, including completion of course objectives, progress through a course sequence, certificate and degree completion, transfer, performance on professional licensure examination, and employment. However, the use of student achievement data to directly shape programs/services has been inconsistent. Mt. SAC's current mechanisms, while complementing an outcomes focus, do not consistently address learning outcomes across the institution.

Considerable effort has already been expended to engage personnel across programs and services in exploration of student learning outcomes. It is clear that superficial exposure to the concepts of learning outcomes is insufficient preparation to implement a new initiative. Successful implementers have had the opportunity for repeated immersion in these concepts. Campus-wide implementation of learning outcomes will require a substantial, ongoing commitment of resources for training, research, and development support.

II.A.1.c. – Action Plan

The SLOs Implementation Team will:

- begin the four-year plan for institutionalizing SLOs.
- support the ongoing efforts of early implementers and career-oriented programs.
- revise Program Review processes to focus on a learning outcomes approach in conjunction with the Program Review Committee.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.1, 2

II.A.2. – Descriptive Summary

Mt. SAC views itself as an outstanding institution of higher education, and the instructional courses that are offered in the name of the College are designed to further the students' future goals whether they be for completion of an associates degree, courses for transfer, a certificate program, enrollment in noncredit courses, short term training courses, or life long learning courses.

The College currently offers 82 programs of study leading to an Associate in Science degree and 141 programs of study leading to a certificate (Document: Mt. San Antonio College 2003-04 Catalog).

The following chart lists independent accrediting agencies that regularly review specific programs.

Mt. San Antonio College
ACCREDITED/APPROVED PROGRAMS
Fall 2003

PROGRAM	ACCREDITING/APPROVING AGENCY
Air Traffic Control/Aviation Science	Federal Aviation Administration
Alcohol & Drug Counseling	California Association of Alcohol and Drug Educators
Aviation Maintenance Technology	Federal Aviation Administration
Child Development	California Commission on Teacher Credentialing
Fire Technology	State Fire Marshall's Office, California
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences
Interior Design – Kitchen and Bath	National Kitchen and Bath Association
Nursing	California Board of Registered Nurses
Paralegal	American Bar Association
Paramedic	Commission on Accreditation of Educational Programs for the EMS Profession
Psychiatric Technician	California Board of Vocational Nurses/Psychiatric Technicians
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Real Estate	Department of Real Estate, Office of Real Estate Appraisers (California)
Respiratory Therapy	Committee on Accreditation for Respiratory Care
Veterinary Technician	American Veterinary Medical Association

These degrees are designed for students with vocational majors. Examples of newer programs started at the College within the last decade include the Animation program and the Histologic Technician Training program. The Animation program was created to prepare students to meet current and future job market demands in the field of animation. The program offers both an A.S. Degree and Certificates with courses whose content is industry-driven for the best career preparation. The Histologic Technician program was developed after several faculty members job shadowed histotechnologists at a laboratory. This program is the only one west of the Mississippi River that offers formal training in the preparation of histology slides for pathologists. The program's directors, in collaboration with local facilities, created work experience and internship opportunities for students, which are required for certification of histotechnology graduates. Students work toward certification through an examination offered by the American Society of Clinical Pathologists (ASCP). In 2003, 80% of students who took the exam were certified as Histotechnologists.

Mt. SAC's certificate programs are designed to develop or enhance vocational proficiency, and the resulting certificates are favorably recognized by business and industry. An example of a newer certificate program is the International Business Level I - Level III. This program is designed for students to acquire the specific skill necessary to compete in a global system of business transactions.

The College currently offers 145 Transfer Major Options, which are programs of study leading to transfer *(Document: Mt. San Antonio College 2003-04 Catalog)*. Mt. SAC offers lower division courses that meet the transfer requirements for most baccalaureate majors offered by accredited colleges and universities in the United States. For the academic year 2002-03, 1,450 Mt. SAC students transferred to the University of California and California State University *(Document: Transfer: Campus Report for University of California and California State University)*.

Community Education Courses had an enrollment of 25,189 students for the 2002-03 academic year *(Document: Community Education Enrollment)*. "The Community & Non-Credit Education Division is dedicated to serving a diverse and changing population outside the traditional college framework through excellence in teaching, training, and support services." Community Education courses are defined under the California Education Code Section 84711 into nine categories including: Basic Skills, English as a Second

Language, Citizenship, Programs for the Handicapped, Programs for the Older Adult, and additional courses qualified for adult education curricula. Their respective instructors develop fee-based Community Service courses. These courses are submitted to the Community & Non-Credit Education Division where they are reviewed for quality and demand and are then subject to approval by the Educational Design Committee. Combined credit/non-credit classes are submitted by Division Deans, Department Chairs, or credit instructors and are subject to the same approval process. All Community & Non-Credit Education instructors are interviewed to determine their qualifications.

As of Fall 2003, a wide variety of non-traditional courses are being offered at Mt. SAC. The College offers 59 Distance Learning courses *(See Distance Learning, II.A.1.b.)*. These courses are proposed and taught by interested faculty members.

There are three types of online classes offered:

1. online – components of the class delivered in an online mode via the Internet,

2. hybrid – one or more components of the class delivered in an online mode via the Internet with required class meetings on campus, and

3. INSTR – on campus with instructional web supplements *(Document: Mt. San Antonio College Schedule of Credit Classes, Fall 2003)*.

To ensure that the quality of instruction is comparable to traditional programs, a moratorium was placed on the development of new online courses in 2001 until a satisfactory process could be created to determine the rigor of and approve courses. The assurance of high quality and improvement of all instructional courses and programs offered in the name of the institution is guaranteed through Program Review within each department and division and evaluation through the curriculum process.

The review of quality and effectiveness of Mt. SAC programs is an ongoing professional responsibility. In accordance with Title V, Section 51022, the school has adopted a new Program Review plan *(See Program Review, II.A.1.) (Document: Program Review Handbook 2002)*.

New courses and revisions to existing courses begin with faculty and their respective departments. Once formally approved by the department, the course is sent to the Division Dean for review. It is then sent to the Instruction Office where it is placed on the agenda to be evaluated by the Educational Design Committee.

The Educational Design Committee reports to the Curriculum & Instruction Council. Its mission is to facilitate consistency in the quality of instruction through curricula management *(See Educational Design Committee, II.A.1.c.)*.

These new courses and revisions of existing courses must then go through the Curriculum and Instruction Council for approval. This council oversees the curriculum process *(Document: Curriculum Development Guide, 2003)*. The Council is designed to recommend educational assessment, design, and delivery policies to the Academic Senate. It is responsible for reviewing and making determinations regarding the appropriateness of and need for proposed courses and programs in adult education, community education, associate degrees, CSU general education certification, and IGETC requirements *(Document: Curriculum Development Guide, 2003)*. This council is co-chaired by the Vice President of Instruction and the Academic Senate's Curriculum Liaison. It also includes two managers, the President and President-elect of the Academic Senate, three faculty members, one representative from the Educational Delivery Committee, one from the Community Education Committee, the Activity One Director, one representative from the Distance Learning Committee, and two students.

II.A.2. – Self Evaluation

The College offers a wide variety of courses and programs, which fit the needs of the students. Two surveys show the extent of Mt. SAC's influence on student success. The Spring 2002 Alumni Survey: Eight-Month Follow-Up found that 91.4% of the A.A. graduates and 51.5% of the A.S. graduates have continued their education. This can be compared to only 31% of those from the 1998 survey. 54.9% graduates who had jobs related to their certificates or degrees report that Mt. SAC was "very important" in preparing them for their current position. Another 14.9% stated that is was "important" *(Documents: Spring 2002 Alumni Survey: Eight-Month Follow-Up and 1998 Alumni: Two-Year Post-Graduation)*.

The results of the Community College Survey of Student Engagement (CCSSE) further support the idea Mt. SAC meets the needs of its students *(See CCSSE, II.A.1.a.)*.

One method of determining the quality of Mt. SAC's programs is the students' success after they leave the College. On State/National Licensing Examinations, the College has been very successful. For the years from 1997-98 to 2002-03, the College had a 100% pass rate for the State Paramedic Licensing Exam. The College also had a 90% or more success rate for the Certified Radiologic Technologist Licensing for the same time frame. The Nursing program has also had a high success rate with a 98% pass rate for the 2002-03 year *(Document: Mt. SAC Programs Exam Pass Rate Percentages)*.

Because 69% of the students indicated that their primary goal was to transfer to a four-year college, additional evidence of the quality and effectiveness of Mt. SAC programs is the transfer rate to other colleges *(Document: Community College Survey of Student Engagement 2003)*. From Fall 1999 to Fall 2001 at Mt. SAC, 43.3% of Mt. SAC students transferred to a four-year university. An indicator of the quality of Mt. SAC's programs would be its students' success rates after transfer, but the College has not had the ability to track that data until recently when it contracted with National Student Clearinghouse to track Mt. SAC students post-transfer beginning Fall 2004.

Mt. SAC does an outstanding job of assuring the quality and improvement of all instructional courses and programs offered. The College has committees responsible for educational assessment, design, and delivery policies for proposed courses, and institutionalized and effective review procedures in place *(See Program Review, II.A.1.)*.

II.A.2. – Action Plan

- Research & Institutional Effectiveness will begin assessment of post-transfer success data supplied by the National Student Clearinghouse.
- The Academic Senate will lift the online moratorium in Fall 2004 and move online courses (existing and proposed) through the newly approved review process.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.a. – Descriptive Summary

At Mt. SAC, faculty members are pivotal to the creation and improvement of quality courses and programs. When faculty members in their respective disciplines propose a new credit course or program, they take it to their department for discussion. The appropriate Advisory Committees review vocational course submissions. After departmental approval, the proper forms are sent to the Division Dean for review. Once approved, the course proposal/amendment forms are sent to the Instruction Office to be reviewed. For baccalaureate level or transfer courses, an Articulation Matrix must be completed showing that the course articulates with lower division General Education university courses and is taught at two California State Universities and one University of California. Upon approval, the course is placed on the Educational Design Committee agenda *(Document: Curriculum Development Guide, 2003)*.

The Educational Design Committee's purpose is to support faculty and departments in achieving the College's Mission of providing "quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for success in an interconnected world" *(See Curriculum Process, II.A.1.c.) (Document: Curriculum Development Guide, 2003)*. The committee scrutinizes course amendments or proposals for depth and rigor. These amendments or proposals are baccalaureate level or transfer courses and are either denied and returned to the department/division for revisions or approved and submitted to the Sub-Committee for General Education and Transfer issues. Program and certificate proposals or amendments are subject to the same process then sent to the Chancellor's Office for final approval.

Educational Design's Sub-Committee for General Education and Transfer issues is responsible for students' educational progress as related to General Education, degrees, IGETC, CSU-Breadth requirements, certificates, and articulation with K-12 school districts and transfer institutions. Their function is to ensure that all General Education courses meet the Title V regulations. They are also responsible for training the faculty in the General Education course approval process *(Document: Curriculum Development Guide, 2003)*. This committee consists of an articulation officer, an articulation specialist, the curriculum liaison, and the Associate Dean of Humanities. The committee reviews the articulation matrix and attached documentation and notifies the Curriculum and Instruction Council of approval or denial.

The Curriculum and Instruction Council is designed to recommend educational assessment, design, and delivery policies to the Academic Senate *(See Curriculum and Instruction Council, II.A.2.)*. Once the course has been approved by the Curriculum and Instruction Council, it is sent to the Mt. SAC Board of Trustees for approval *(Document: Curriculum Development Guide, 2003)*.

Non-credit course proposals go through the Programs Supervisor, the Director of Programs, and the Assistant Vice President of Community & Non-Credit Education. To maintain integrity in all the College's programs, the course is sent to the Educational Design Committee and then to the Curriculum and Instruction Council *(Document: Curriculum Development Guide, 2003)*.

Program Review also supports curriculum review. It is the College's means of evaluating the role of an academic or vocational program in the College curriculum. The process objectives are to assess how well programs function, to aid in planning and decision-making, and to improve existing programs *(See Program Review, II.A.1.)*. Any changes to courses and programs resulting from Program Review must be approved by the appropriate curriculum committees *(Document: Program Review Handbook 2002)*.

As an initial step toward campus-wide implementation of student learning outcomes (SLO) assessment of courses and programs, the College has added identification of SLOs as an option in Program Review. The most significant step the College has taken toward the campus-wide use of SLOs is the establishment of the Student Learning Outcomes Steering Committee; this committee has created a four-year plan for the institutionalization of SLOs. This plan details essential structures and processes and outlines needed human, physical, and technical resources.

II.A.2.a. – Self Evaluation

While the recent addition of the SLO option to the Program Review process is a positive step, the new campus-wide effort to implement SLOs demands that Program Review be re-structured to outcomes-based assessment. The only way to unify and expand the isolated outcomes efforts across campus is to follow a comprehensive plan for institutional implementation. The Student Learning Outcomes Steering Committee has created the plan; Fall 2004 will see the beginning of Mt. SAC's campus-wide efforts *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

II.A.2.a. – Action Plan

- The SLOs Implementation Team will begin the four-year plan for institutionalizing SLOs.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competence levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

II.A.2.b. – Descriptive Summary

The College relies on faculty expertise and the assistance of advisory committees when appropriate to create and amend courses and programs and to identify competencies/objectives as outlined in II.A.2.a *(See Advisory Committees, II.A.2.a.)*.

In academic areas, the faculty is responsible for creating and modifying measurable course objectives in the official course outline as criteria for competency *(See Curriculum Process, II.A.1.c.)*. If faculty members wish a course to be considered for General Education status, they must look at additional criteria and substantiate specific General Education competencies within the course *(See General Education, II.A.2.a.)*.

In many vocational programs, faculty members, with the assistance of advisory committees, have determined SLOs and/or competencies to meet external accreditation or licensure standards *(See SLOs: Career Oriented Programs and Advisory Committees, II.A.1. and II.A.2.a.)*.

Program Review Phase 3 requires departments to update competencies/measurable objectives *(See Program Review, II.A.1.)*. These updated competencies/measurable objectives are carried out by faculty curriculum amendments that move through appropriate curriculum committees *(See Curriculum Process, II.A.1.c.)*.

Mt. SAC does campus-wide assessment of student achievement through a variety of means including measuring retention rates, calculating certificate and degree completion rates, determining transfer rates to higher institutions, quantifying vocational or professional examination scores, determining licensure rates, performing employer satisfaction surveys, and determining employment rates.

II.A.2.b. – Self Evaluation

While academic areas do a limited assessment of students' progress *(See Current Campus Processes, II.A.1.c.)*, there is little application of the data in terms of programmatic improvements. In vocational areas, there is a more direct link between assessment and program improvement due to their consistent use of SLOs *(See SLOs, Career-Oriented Programs, II.A.1c.)*.

II.A.2.b. – Action Plan

- The SLOs Implementation Team will begin the four-year plan for institutionalizing SLOs.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

II.A.2.c. – Descriptive Summary

Mt. SAC assures high quality instruction through comprehensive evaluation of its faculty. Upon employment at the College, the faculty member accepts the teaching faculty performance expectancies as published in the Faculty Contract *(Document: Agreement – Mt. San Antonio College District and Faculty Association, 2003-05)*. The contract (probationary) faculty member moves through a four-year evaluation process.

In the first contract probationary year, an evaluation team gathers information from classroom visitations, student evaluations, peer input, and a portfolio that includes a sample of lecture/labs notes and copies of exams and quizzes. Visitations for each preparation occur in weeks one to six. Any rating of "does not meet the standard" results in a meeting by the eighth week, which includes prescription and revisits in weeks 9-14. The student evaluations and portfolio are completed by the end of the 14th week. The final evaluation occurs at the end of the first semester when "the evaluation team reviews the information gathered and prepares a summary report to be reviewed with the evaluatee at the evaluation conference."

In the second probationary contract year, the evaluation team gathers information from visitations, student evaluations, peer evaluations, and the portfolio, which will include the Year-End Report of Accomplishments and the Self-Evaluation Report, along with any new program/course material. Classroom evaluations occur no later than the 14th week of the Fall semester. The evaluation team determines what additional evaluation activity will occur during the Spring semester and again, "the evaluation team reviews the information gathered and prepares a summary report to be reviewed with the evaluatee at the evaluation conference."

In the third probationary contract year, the evaluation team again gathers information from classroom visitations, student evaluations, and peer evaluations as well as the Year-End Report of Accomplishments and the Self-Evaluation Report submitted by the evaluatee. The evaluation team reviews the information gathered and prepares a summary report to be reviewed with the evaluatee at the evaluation conference.

For each contract period, the evaluation team submits its recommendations to the appropriate Vice President. If agreed upon, the recommendation is forwarded to the President and then submitted to the Board of Trustees. Upon satisfactory completion of this process, the new faculty member is granted tenure *(Document: Agreement – Mt San Antonio College District and Faculty Association, 2003-05)*.

The evaluation of regular tenured faculty is a three-year process and is the responsibility of the individual faculty member. The process includes student evaluations (first year), peer evaluations/classroom visitation (second year), and the submittal of a Year-End Report of Accomplishments and the Self-Evaluation Report (each year). The faculty member has a meeting with the Division Dean by March 15th of the third year. The faculty member submits a summary of the student, self, and peer evaluations; the Division Dean comments on the report and assesses the degree to which the faculty member meets performance standards. If the faculty member does not meet the standards set by the College, an evaluation consultation will be repeated annually until the standard is met *(Document: Agreement – Mt. San Antonio College District and Faculty Association, 2003-05)*.

To ensure quality and consistency of teaching in multiple sections of any given course, the College insists faculty members follow the Official Course Outlines on file with the College. This adherence is mandated in the Faculty Contract. Each faculty member is given an official course outline for the courses he or she teaches and is required to verify that the course has been taught in accordance with the course outline when turning in his or her grades at the end of each semester *(Document: Agreement – Mt. San Antonio College District and Faculty Association, 2003-05)*.

Faculty members are also offered many opportunities for professional development, beginning with the new faculty seminar. This seminar helps employees become acquainted with the College, its policies, and processes. There are presentations on the Mission, Vision, and Core Values, governance process and team structure, Faculty Association and Academic Senate, orientation to faculty and student support services, and exposure to policies relating to students' rights and responsibilities. The College has also established a significant staff development program *(See Staff Development, II.A.2.d. and III.A.4.a.)*. The faculty members are also expected to enhance their professional development through two Flex day activities each year and six independent Flex hours. In addition, they have the opportunity to apply for a sabbatical every seven years for professional growth.

The College has numerous processes in place to ensure appropriate breadth, depth, rigor, sequencing, and time to completion of courses and programs. These include the curriculum process, use of advisory committees, college and faculty standards regarding official course outlines, and the Program Review processes *(See II.A.1.c., II.A.2. and 2.a., II.A.3.a.b.c., II.A.4.a. and 5.)*.

Vocational Programs and Courses

Evidence of breadth, depth, and rigor of vocational courses and programs is most clearly presented in exam pass rates and employment statistics.

The Degree and Certificate-Related Employment for the Vocational Graduates of 2001-02 were determined by a survey of graduates six to eight months after graduation to ascertain the outcome of employment. The survey found that 259 career certificates and 180 Associate of Science degrees were connected to employment.

By divisions:

- In the Business Division, 81% were connected to positive employment and 51% were in their field
- In the Technology and Health Division, 87.3% were connected with positive employment and 69% were in their field
- In the Natural Sciences Division, 86.3% were positively employed and 76.5% were in their field
- In the Humanities & Social Sciences Division, 86.7% were connected to positive employment and 53.5% were in their field *(Document: Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002)*.

Certificates with particularly impressive training-related employment responses include:

- EMT paramedic (100% Credit-related Employment – CRE)
- EMT (92% CRE)
- Air Conditioning & Refrigeration (89% CRE)
- Alcohol/Drug Counseling (87%)
- Psychiatric Technician (77% CRE)
- Welding (75% CRE) *(Document: Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002).*

State/National Licensing Examinations	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
State Paramedic	100%	100%	100%	100%	100%	100%
Certified Radiologic Technologist	95%	95%	100%	90%	100%	100%
Bureau of Registered Nursing	74%	58%	92%	86%	90%	98%

Transfer Programs and Courses

Evidence of breadth, depth, and rigor of the College's transfer courses occurs in the number of articulation agreements, the number of students transferring, and student success upon transfer. Mt. SAC offers lower division courses that meet the transfer requirements for most baccalaureate majors offered by accredited colleges and universities in the United States, and has 167 articulation agreements in place. In the 2002-03 school year, the College successfully transferred 1,450 students to the University of California and California State University campuses. Success after students transfer is compelling evidence, but the College has not been able to access this data until recently *(See Self Evaluation, II.A.2.) (Document: Transfer: Campus Report for University of California and California State Universities)*.

Employment for A.S. degrees include:

- Nursing (100% DRE – Degree-related Employment)
- Radiologic Technology (79% DRE)
- Early Childhood Development (78% DRE)
- Commercial Flight (73% DRE)
- Fire Science, Public Services (70% DRE) *(Document: Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002)*.

Mt. SAC also strives to ensure a synthesis of learning for all its students. Evidence of this synthesis can be found in the College's vocational programs' exam pass rates and employment rates and the academic programs' transfer and graduation rates, and more importantly, for both vocational and academic areas, in student responses to pertinent learning-related surveys. The CCSSE has indicated that at least 60% of Mt. SAC students felt they had been challenged by their course work. The highest ranked mental activity done "very often or quite a bit" was "analyzing the basic elements of an idea, experience, or theory" (68%). Other mental activities ranked in the category of "very much and quite a bit" included "synthesizing and organizing ideas, information, or experiences in new ways" (62%), "Using information you have read or heard to perform a new skill" (60%), "Applying theories and concepts to practical problems or in new situations" (55%), and "Making judgments about the value or soundness of information, arguments, or methods" (51%) *(Document: Community College Survey of Student Engagement)*.

II.A.2.c. – Self Evaluation

Although the full-time faculty evaluation processes have been effective in assuring high quality instruction, there has been inconsistency in the evaluation of part-time faculty members. Part-time faculty members are evaluated on a three-year cycle, which includes classroom visitations, peer evaluations, and student evaluations.

Pertinent official Course Outlines are given to faculty members, and each faculty member is required to submit a course syllabus for each course he or she teaches to the Division Dean as proof of consistency with the outline. Faculty signatures on their grade sheets are also assumed to be verification of their adherence to the course outline, but it is difficult to know if each section of a course is taught to the Official Course Outline without monitoring all classes.

Mt. SAC's Professional Development Program has been effective in spite of recent fiscal constraints *(See Staff Development Self Evaluation, III.A.5.a.)*.

Cited in the 2002 Program Review Summary as "major obstacle to completing program goals" the lack of post transfer success data has been addressed. Mt. SAC has contracted with The National Student Clearinghouse, which will begin supplying post-transfer success data to the College in Fall 2004. It is extremely important that the College begin considering General Education outcomes for all academic areas. The first steps have been taken by establishing a Student Learning Outcomes Steering Committee, which has formulated a four-year plan for campus-wide implementation, but there is significant work ahead *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

The College does an excellent job in helping the students synthesize learning *(See Self Evaluation, II.A.2.)*. Students believe the College has contributed to their critical thinking skills. There is room for improvement in the students' ability to apply theories and concepts and to make judgments about the value of information. Both of these could be considered as possible General Education outcomes.

II.A.2.c. – Action Plan

- Research & Institutional Effectiveness will expand surveys of graduates, employers, transfer institutions to determine how the College can support its graduates in increasing exam pass rates, employment rates, and transfer rates.
- The SLOs Implementation Team will begin the four-year plan for institutionalizing SLOs.
- Research & Institutional Effectiveness will begin assessment of post-transfer success data supplied by The National Student Clearinghouse.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.2.d. – Descriptive Summary

Mt. SAC faculty members have been innovative in their use of delivery modes and teaching methodologies. The assessment of learning styles and utilization of varied teaching methodologies has been examined through the governance process and utilized by various campus programs and faculty groups. For example, the Educational Delivery Committee is dedicated to providing new opportunities for teaching and learning through alternative modes of instruction and to helping evaluate the effectiveness of those modes *(Document:*

Special Programs Reports Mt. San Antonio College).

The Educational Delivery Committee oversees the following programs and services:

- Tutorial Services provides drop-in tutoring in Mathematics and English during all of its open hours. Tutoring in more than 100 subjects is available although not during all the hours of operation. Study groups are ongoing per faculty and/or student request, serving subjects such as foreign languages, Math, Physics, and others. The current program encompasses a combination of individual and small group tutoring as drop-in sessions, computer-based tutorials, and ongoing study groups *(Document: Special Programs Reports Mt. San Antonio College, Tutorial Services)*
- The Supplemental Instruction Program is a program under Tutorial Services (See II.A.1.b.)
- After School College (See II.A.1.b.)
- The Summer Bridge program (See II.A.1.b.)
- The Distance Learning program (See II.A.1.b.)
- The Service Learning program (See II.A.1.b.)
- The Study Abroad program (See II.A.1.b.)
- Weekend Business College (See II.A.1.b.)

There are other cross-campus faculty groups and individuals that have performed assessment and developed linked/bridged or other teaching modalities to enhance student learning.

Some of these groups are:

- The Developmental Education Team, a cross-campus group of faculty and managers which is developing campus-wide awareness of theories and practices that enhance cognitive growth *(Document: Staff & Organizational Learning, November/December 2002)*
- The Math Academy *(See II.A.1.b.) (Document: Math Academy)*
- Linked or "bridge" classes, such as an ESL writing course offered with a Study Skills class, address the problem of students in writing courses having little opportunity to apply what they learn and to become part of a learning community *(Document: Writing and Reading Assistance Center, Activity 1).*

Further, some faculty members utilize the Langford Quality Improvement methodology that includes assessment (e.g., studying the classroom for purpose and vision while collecting information from students), portfolios, and capstone projects *(Document: Quality Learning Training Manual)*. Examples of programs that use this methodology are the Respiratory Therapy and Psychiatric Technician programs.

Faculty members have also developed specific courses that allow students to investigate their own learning styles. For example, the Career Life Planning Course (COUN 5) is designed for students to take a "systematic approach to self-exploration" and Study Skills Course (STDY 80) provides a "foundation for life-long learning and promotes greater self-awareness and success" *(Document: Mt. San Antonio College Schedule of Credit Classes, Fall 2003)*. The latter covers the use of multiple intelligences, emotional IQ, and the use of student-focused research projects. In this course, the learning is student-driven and project-based, utilizing hands-on teaching techniques that allow students to make the connection betweem the learning modality and life skills. Additionally, Disabled Student Programs & Services (DSP&S) offers courses for students with unique challenges. The ten courses offered at Mt. SAC for challenged students range from DSPS 50-Assessment of Learning Disabilities to DSPS 61-College Orientation for Students with Disabilities.

Mt. SAC has also created programs for specific students' needs and learning styles.

Some examples of such programs are:

- Re-Entry Services, which offers services to students who are 25+ years old, including single parents, homemakers, and vocational majors. Students who are returning to college are given special instruction and a place to go to feel connected to the College *(Document: Counseling – Re-Entry Services)*.
- Community Education places emphasis on the development of skills necessary for the workplace. Instruction is offered through small groups and individual study and is often aided by computers *(Document: Community Education Center)*.

Some examples of programs within the Community & Non-Credit Education area are:

- Adult High School Diploma Program
- High School Referral Program
- Adult Basic Education
- Computer Literacy
- GED preparation and testing

Mt. SAC has also developed learning communities for specific student cohorts or vocations.

Some examples of these are:

- Electronics Career Institute
- Freshman Experience & Summer Bridge *(See II.A.1.b.)*
- Health Career Institute
- Honors Program *(See II.A.1.b.)*
- Math Academy
- Service Learning *(See II.A.1.b.)*
- Teacher Preparation Institute *(See II.A.1.b.)*
- Visual Media Career Institute
- Weekend Business College *(See II.A.1.b.)*

Campus-wide concern for student learning and interest in a variety of pedagogical approaches is evident in specific Staff Development courses and offerings. During 2002-03, over 2,442 faculty managers, and staff participated in Staff Development courses and/or workshops *(Document: Faculty and Staff Development Expenditure Summary Report - Fiscal Year 2001-02)*. For example, DSP&S offers an online course to teach faculty pedagogical strategies to reach their challenged students. Additionally, 91 faculty members participated in "4faculty.org: Orientation and Teaching Skills." Over 160 faculty members participated in department or topic-based workshops, 38 faculty members participated in the New Faculty Seminar, an orientation to the Mt. SAC climate that exposes new faculty to different modes of teaching. Over 100 faculty members participated in teaching workshops, such as Class Assessment Techniques (CATs), that focus on using student feedback to engage students and make necessary changes to teaching techniques and Developmental Education (DevEd) courses. The DevEd course modules are specific to learning styles. Module I focuses on the integration of teaching/learning styles, including verbal, kinesthetic, right brain/left brain, multiple intelligences, personality types. Module II discusses the relationship between teaching methodologies, study skills, and student performance through project-based and problem-based assessment. The modules also integrate the teaching of study skills into content assessment and discuss how to create student learning outcomes for courses, specific to content. Module III, which further addresses the use of student learning outcomes, is in development.

Researching the effectiveness of teaching methodologies and learning styles is important to Mt. SAC faculty. Faculty members (both as individuals and collectively) select teaching methodologies and investigate their effectiveness by utilizing Staff Development for Departmental Workshops as noted previously. Additionally, departments make decisions regarding teaching methodologies and curriculum via Program Review *(See Program Review, II.A.1.) (Document: Program Review Handbook 2002)*. Further evidence of the College's emphasis of teaching and learning is that departments have been required to develop repeat and intervention policies for unsuccessful students.

As an institution, Mt. SAC investigates the effectiveness of teaching methodologies on life-long learning through its utilization of student specific research. More recently, over 1,100 Mt. SAC students participated in the Community College Survey of Student Engagement (CCSSE, September 2003) *(Document: Research Briefs Vol. 5, No. 2)*.

Mt. SAC faculty members also use data to examine their teaching methodologies and delivery modes by looking at department averages of success and retention by course. Further, distance learning course retention and success rates are examined yearly and special attention is given to individual courses, but an in-depth analysis of all traditional and distance learning courses by instructor has not been performed to date.

Another way that Mt. SAC faculty members determine the effectiveness of teaching methodologies is through peer, student, and self evaluations, which are required under the faculty contract. These evaluations ask faculty within each department to critique teaching style and methodology, ask for student input on teaching effectiveness, and reflect on the results in the process of self evaluation.

The Research & Institutional Effectiveness team has also been asked to conduct discipline specific satisfaction surveys by departments such as the American Language department, which used this data to evaluate the effectiveness of teaching strategies and to make programmatic changes.

II.A.2.d. – Self Evaluation

Mt. SAC has begun the dialogue regarding student learning outcomes as evidenced by the staff development course work and Developmental Education teamwork. Additionally, Mt. SAC examines different modes of teaching and develops programs to help students with unique challenges and learning styles. Mt. SAC faculty members investigate their teaching methodologies regularly as stipulated by the contract.

II.A.2.d. – Action Plan

- The SLOs Implementation Team will provide departmental, programmatic, and institutional guidelines for the implementation of outcomes-based assessment.
- Staff Development will offer training to faculty in the utilization of student and peer evaluation results for improvement in teaching.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.e. – Descriptive Summary

The effectiveness of all instructional courses and programs is determined through the college-wide process of Program Review supported by data in the form of campus, community, employer surveys, and data in the form of success and transfer rates and exam pass, licensure, employment rates in vocational areas, and the input from advisory committees in vocational areas *(See Program Review and Advisory Committees, II.A.1.)*. The changes and improvements that have occurred as a result of program evaluations are: new faculty hire proposals, which are approved and ranked based on need documented through the process, budget requests, which are also evaluated and granted based on need documented through this process, staff development offerings, which are created as a result of this process, and course outlines and objectives, which undergo scrutiny through the process *(Document: Program Review Handbook 2002)*.

II.A.2.e. – Self Evaluation

The Program Review process is generally viewed as an effective and systematic means of evaluation of all courses and programs, and it is understood that budget, faculty, and staff development requests will not be considered without supporting data in the Program Review documents.

Concerns that some academic departments have about the connection between Program Review and what happens in the classroom should be addressed with the revision of the Program Review process to incorporate SLOs.

II.A.2.e. – Action Plan

- The Program Review Committee, in conjunction with the SLOs Implementation Team, will revise Program Review processes to focus on a learning outcomes approach. The Program Review Committee should consult the Executive Director of WASC, for the suggestions for this in her Accreditation Notes, 2003 *(Document: What Accreditors Expect from College Program Review)*.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.f. – Descriptive Summary

As Mt. SAC moves toward aligning its processes, resources, and institutional goals, it embraces the idea of supporting, assessing, and improving student learning.

Mt. SAC's strategic plan, the 2020 Vision adopted September 2001, allows for the alignment of student learning objectives with the Mission, Vision, and Core Values of the College. The Mission statement acknowledges the goal of giving students the knowledge and skills needed to succeed. The Vision statement aligns itself with student learning objectives by focusing on "student success," and the Values statement supports learning outcomes by expecting the "alignment of curriculum with the stated core values" *(Document: 2020 Vision Strategic Plan)*. The institution recognizes that the Mission, Vision, and Core Values statements are the driving forces for planning and evaluation activities at the College, and, as it moves toward integrating student learning outcomes, the Mission, Vision, and Core Values statements must be updated to include specific language related to student learning outcomes.

Mt. SAC's strategic planning cycle can also be found in the 2020 Vision document *(See Planning, II.A.1.a.)*.

Program Review, already a key factor in both the goal setting and evaluation phases of strategic planning is a key element in assessing the quality and effectiveness of

instructional programs at Mt. SAC. Student learning outcomes assessment efforts are not wide spread in all areas of the campus but enjoy a broad participation base in vocational programs *(See Student Learning Outcomes, II.)*. Information from Program Review is compiled and reports disseminated to the President's Cabinet, PAC, Curriculum and Instruction Council, Professional Development Council, Institutional Marketing Committee, and the Director of Facilities Planning & Management. When modified, it will be one of the tools the College will use to implement student learning assessment across the curriculum *(See Self Evaluation, II.A.2.e.)*.

The Research & Institutional Effectiveness office supports the mission of the College by providing accurate, timely, and reliable information to respond to the research needs of the various institutional constituencies. It engages in and supports processes for determining and documenting the effectiveness of programs, services, and the institution as a whole *(See RIE, II.A.1.a.)*. Mt. SAC does campus-wide assessment of student achievement through a variety of means including measuring retention rates, calculating certificate and degree completion rates, determining transfer rates to higher institutions, quantifying vocational or professional examination scores, determining licensure rates, performing employer satisfaction surveys, and determining employment rates. This data is used in evaluating programs and services, in planning for improvement, in implementation, and in re-evaluation *(See Licensure/Exam Rates, Employer Satisfaction, Transfer/Degree/Certificate Rates, II.A.) (Document: Research Briefs)*.

The Student Learning Outcomes Steering Committee was recently formed to create a plan to ensure a smooth transition toward the institutionalization of the College's student learning outcomes efforts *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*. It has done so, and Mt. SAC acknowledges that it is now the responsibility of all councils and committees to follow the plan and to facilitate the process.

II.A.2.f. – Self Evaluation

Mt. SAC recognizes that while student learning outcomes are integrated in a number of its vocational programs and courses, there is little evidence of their implementation in academic areas. There is campus-wide dialogue regarding the upcoming integration of student learning objectives, but as a whole, the institution and its faculty and staff have only recently been introduced to student learning outcome theory and practice.

II.A.2.f. – Action Plan

- The President's Advisory Council will update the Mission statement to include appropriate references to student learning outcomes.

The SLOs Implementation Team will:

- support the ongoing efforts of early implementers and career-oriented programs.
- begin the four-year plan for institutionalizing SLOs.
- revise Program Review processes to focus on a learning outcomes approach in conjunction with the Program Review Committee.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.g. – Descriptive Summary

Only a few areas of the College use departmental course and/or program exams. These include the Spanish program and degree or certificate programs requiring assessment of clinical practice such as Nursing, Paramedic, Psychiatric Technician, Radiologic Technology, and Respiratory Therapy. The later are validated by the external agencies that create and supply them.

II.A.2.g. – Self Evaluation

Creation of departmental course and/or program exams will be part of the campus-wide implementation effort.

II.A.2.g. – Action Plan

- The SLOs Implementation Team will begin the four-year plan for institutionalizing SLOs.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.h. – Descriptive Summary

Although accepted standards for awarding course credit are followed, Mt. SAC has yet to implement learning outcomes as the campus-wide basis for credit. Mt. SAC's process for developing, evaluating, and modifying credit and non-credit courses is addressed in its Curriculum Development Guide *(Document: Curriculum Development Guide, 2003)*. The guide addresses such issues as the role of the Academic Senate in the curriculum process, course alignment with the Taxonomy of Programs and the California Articulation Number System (CANS), the purpose and function of the Educational Design and Curriculum and Instruction committees. It also includes guidelines and examples to help integrate measurable objectives into course design.

In addition to the curriculum development and review process, Mt. SAC also goes through a Program Review process which includes a review of all courses offered. This is an annual process in a three-year cycle *(See Program Review, II.A.1.) (Document: Program Review Handbook 2002)*.

Although the College has not implemented student learning outcomes as the basis for credit campus-wide, there are notable examples of credit programs and courses which have successfully integrated them into their course standards. These include transfer programs such as the Teacher Preparation Institute and Learning Communities, vocational programs such as Animation, PhotoGraphics, Visual Media, and Respiratory Therapy, and developmental education courses in English, math, and study skills *(See II.A.1.c.)*.

Current Campus Processes

Academic Senate has primary responsibility for curriculum, and faculty members have the greatest representation on curriculum-related committees. The established curriculum approval process assigns responsibility for key elements to two committees: the Educational Design Committee and the Curriculum and Instruction Council *(See Curriculum Process, II.A.2.)*. The focus of the curriculum approval process is the Official Course Outline, which is initiated by faculty members in their respective disciplines. The process is essentially the same for new or amended courses and is documented in the "Curriculum Development Guide, 2003" (Section 2).

The approval process for a new credit course begins with a proposed course outline that reflects the efforts of department faculty, the Division Dean, the Academic Senate curriculum liaison, and an advisory committee (if appropriate). Portions of this proposal, which relate to establishing credit for learning outcomes, include the course description, objectives, and sample assignments/methods of evaluation.

In writing course objectives, attention is given to identifying "specific, observable student actions – what the student should be able to do, know, or feel" as a result of taking the course. To provide assistance in the development of objectives tied to critical thinking, reference is made to Bloom's Taxonomy of Educational Objectives as well as other expert resources on critical thinking. Examples of learning objectives representing various disciplines are provided *(Document: Curriculum Development Guide, 2003)*.

The proposed or amended course outline is evaluated first by the Educational Design Committee *(See Curriculum, II.A.2.)*.

Program Review

Program Review, detailed in II.A.1., includes curriculum review in its three phases. For each course within a program, faculty review includes examination of the extent to which the course meets standards for units offered, and whether the course outline still appropriately reflects learning outcomes for the course.

Best Practices

Several programs on campus have developed and integrated learning outcomes into their credit courses and base the credit awarded for those courses on the learning outcomes. The programs represent a breadth of disciplines including transfer and vocational.

One of these, PhotoGraphics, has combined the use of capacity matrices with student portfolios. Each matrix is comprised of specific competencies, necessary for a prospective industry career (i.e., web page designer, photographer, film editor, graphic designer, and so forth). The matrix also shows the level of learning achieved as the student progresses through the courses and program. Each level of learning shaded in the matrix must be accompanied by a form of documentation, demonstration, or defense within the student portfolio. Capacities from several areas may be demonstrated with one project. Students use the matrix as a self-assessment tool, which provides a basis of discussion with the instructor, who uses the matrix to chart the student's skills and to assess the effectiveness of the learning system. Using the Capacity Matrix to

determine success in the courses and programs focuses the outcome of student performance on the quality of learning and understanding that has occurred rather than on tests. In addition to quality of learning, students completing these programs have the additional benefit of a portfolio of work for job interviews.

A similar use of capacity matrices, without a portfolio, is practiced by the Respiratory Therapy program. Credit for courses in this program is tied to demonstrated knowledge and skills as defined and assessed with the help of the matrix. The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (COARC), and faculty regularly keep track of Board pass and employment data in order to adjust the curriculum as needed to best serve necessary learning outcomes.

The Teacher Preparation Institute and Bridge program also use program outcomes *(See Teacher Preparation Institute, II.A.2.i)*.

II.A.2.h. – Self Evaluation

In recent years, faculty dialogue, staff development offerings, and ongoing committee efforts have brought about greater focus on student learning outcomes. As a result, many faculty members have integrated learning outcomes into their instruction. Some departments and programs have taken the next step to formalize learning outcomes into their course curricula and throughout their programs. However, integration of student learning outcomes has been somewhat limited within departments and programs and has been very limited across programs.

Similarly, although the Program Review process has the option of creation of programmatic student learning outcomes, it does not demand this assessment of student learning. Faculty members have tended to limit their participation to a review of existing courses.

The Student Learning Outcomes Steering Committee appointed by the Academic Senate has created a four-year plan for implementation of SLOs campus-wide and efforts will begin Fall 2004 *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

II.A.2.h. – Action Plan

The SLOs Implementation Team will:

- begin the four-year plan for institutionalizing SLOs.
- revise Program Review processes to focus on a learning outcomes approach in conjunction with the Program Review Committee.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.2.i. – Descriptive Summary

Current Campus Processes

Mt. SAC currently offers 319 degrees, certificates (18 units or more), and mini certificates (17 units or less). This includes 54 non-credit certificates, most of which mirror credit offerings for continuing education adults who do not need or desire units of credit. Initiation or modification of programs emerges from several possible sources, including Program Review, faculty determination, an advisory committee recommendation, a sabbatical study, a specific request from industry, or state mandate. Programs must reflect the input and feedback of local business and industry resources. These may be obtained through Department of Labor resources, surveys and local focus groups, advisory councils, or professional accrediting boards. The process for establishing or amending programs is described in the "Curriculum Development Guide, 2003" *(Document: Curriculum Development Guide, 2003)*.

The primary body that evaluates a degree or certificate program is the Educational Design Committee *(See Curriculum Process, II.A.1.c. and II.A.2.a.)*.

All degrees and certificates are awarded based on student achievement of course objectives, but the integration of student learning outcomes into degree and certificate programs campus-wide has been inconsistent.

Faculty in a number of degree and certificate programs who have made the biggest strides toward incorporating SLOs were prompted by an array of campus-wide activities over the past few years *(See SLOs, II.A.2.h.)*. Notable among these was a series of Staff Development workshops led by David Langford and funded in part by VTEA, which provided training in the use of quality tools to focus student learning on measurable, observable outcomes. This is described in more detail in II.A.2.c. The effort served as a catalyst for many programs to thoroughly evaluate their outcomes and document specific capacities (capabilities) students would achieve upon successful completion of each

program. These programs also went through a self-review process to assess issues related to students' right to know, which resulted in a series of brochures (again VTEA funded) informing prospective students of the employment outlook, wages and benefits, and skills needed for success in specific vocational programs *(Document: VTEA Brochures)*.

Many other conferences and meetings have been conducted in recent years to encourage and equip faculty in the process of integrating outcomes into degree and certificate programs *(See Degrees/Certificates, II.A.2.c.)*. Much of the focus and accountability for change, because of VTEA funding, was on vocational programs. However, faculty in General Education areas and program administrators were strongly encouraged to participate in all efforts.

In the General Education area, Mt. SAC has had the best success in implementing program-wide learning outcomes into "learning communities," two of which are the Teacher Preparation Institute and the Bridge program. The Teacher Preparation Institute is described later under "Best Practices." The Bridge program is a learning community designed to help students succeed through structured, personalized learning environments. Open to students based on academic need, the program links classes that are taught in a cooperative environment between instructors. Students receive focused support services such as counseling, financial aid advising, and other educational advising *(See Bridge Program, II.A.1.b.)*.

Program Review

Mt. SAC vocational programs receiving VTEA funding perform an annual review that monitors program effectiveness in core performance measures. Included is the measurement of academic, occupational, and technical competencies. Other indicators of program success, such as program completion and job placement, are also reported. All together, these measures provide a basis for program improvement which is documented and reported *(Document: California Community Colleges Instructional Program Improvement Guide)*.

Best Practices

One of the transfer programs that has been redesigned around student learning outcomes is the Teacher Preparation Institute, which provides an array of support and services for students wishing to become K-12 teachers. Institute support includes a fully articulated career path to nearby CSUs, transfer guidance and specific counseling for future teachers, financial aid advisement geared especially for future teachers, and an array of other workshops and services. Specific to curricula, the Institute has incorporated teaching issues, experiences, and skills into its General Education and major preparation courses on a program-wide basis *(See Teacher Prep, II.A.2.i.)*.

Following a systematic evaluation a few years ago, the Accounting and Management Department redesigned its certificate programs, incorporating student learning outcomes and offering several new mini-certificates of 17 units or less. The effort was supported with VTEA grant funding and was influenced by the various conferences provided by Staff Development *(See Staff Development, II.A.2.c.)*. Capacity matrices and other tools were used to help detail specific outcomes. Once the redesign effort was completed, the department contacted all students who had earned certificates. Response from the students was enthusiastic.

The Manufacturing Department has completed a review process in which they looked carefully at current industry and job realities. As a result, they realigned their programs and created several mini-certificates. This has enabled students to gain marketable skills more quickly, find employment, and further their education if they so choose.

In recent years, the College has conducted a thorough study and redesign of its Psychiatric Technician certificate program using SLOs *(See Psychiatric Technician, II.A.1.c.)*.

II.A.2.i. – Self Evaluation

Integration of student learning outcomes into degree and certificate programs has brought about dramatic improvement to several programs on campus and has been the "next step" of improvement completed in many others. However, much of the ongoing dialogue and energy has been "preaching to the choir." Programs that have already integrated student learning outcomes have tended to show the most responsiveness to further efforts at improvement.

Existing curriculum development and Program Review processes do not demand evidence of student learning outcomes applied systematically and integrated logically into degree and certificate program. Scrutiny of objectives occurs at the course outline level; the curriculum review portion of Program Review focuses on the course rather than program level.

The recently-formed Student Learning Outcomes Steering Committee has created a four-year campus-wide plan for implementation which should unify and build on existing efforts *(See Early Implementers, SLOs, II.A.1.) (Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

II.A.2.i. – Action Plan

The SLOs Implementation Team will:

- begin the four-year plan for institutionalizing SLOs.
- revise Program Review processes to focus on a learning outcomes approach in conjunction with the Program Review Committee.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3., II.A.3.a. – Descriptive Summary

The rationale for inclusion of General Education courses on Mt. SAC's General Education list is prescribed by the governance process, outlined in the catalog, and in the Curriculum Development Guide *(Documents: Mt. San Antonio College 2003-04 Catalog and Curriculum Development Guide, 2003)*. Faculty on the Educational Design Sub-Committee for General Education and Transfer Issues (reporting to the Curriculum and Instruction Council) are the primary campus experts on students' educational progress as related to General Education *(See Curriculum Process, II.A.2.a.) (Document: Curriculum and Instruction Council Statement of Purpose)*.

Mt. SAC's Curriculum Development Guide and the Administrative Regulations and Procedures outline the General Education Philosophy. The philosophy prescribes that "The general education component of the associate degree introduces students to the humanities, social sciences, natural sciences, applied sciences, and technology" *(Document: General Education at Mt. San Antonio College, Philosophy Statement)*. Further, the philosophy proposes that students should be exposed to different areas of study and requires that students acquire skills such as reading, writing, and critical thinking at appropriate higher education levels. Additionally, the General Education philosophy directs that students are to be taught to "function as responsible, ethical individuals in a complex society; and instill a level of intellectual curiosity and self-awareness conducive to life-long learning and personal growth" *(Document: Curriculum Development Guide, 2003)*.

According to the Curriculum Development Guide, courses that fulfill General Education requirements must:

"1. Require post-secondary level skills in reading, writing, computation, and critical thinking.
2. Improve students' abilities to communicate oral and written ideas effectively, define problems, design solutions, critically analyze results, work effectively and cooperatively with others, work effectively independently, develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions; function as active, responsible, ethical citizens; acquire the curiosity and skills essential for life-long learning.
3. Impart understanding, knowledge, and appreciation of our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-western cultures; the earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance; human social, political, and economic institutions and behavior, including their interrelationships; the psychological, social, and physiological dimensions of men and women as individuals and as members of society."

Courses that fulfill General Education requirements must fall into one of the content categories:

Area A. Communication & Critical Thinking
Area B Science & Math
Area C. Humanities
Area D. Social Sciences
Area E. Life Long Understanding & Self-Development

The basic content and methodology of traditional areas of knowledge are determined by faculty through the Educational Design Committee, its Sub-Committee for

General Education and Transfer Issues, and the Curriculum and Instruction Council, whose purpose is to recommend educational assessment, design, and delivery policies to the Academic Senate. The process for assuring that content and methodology are included can be found in the Curriculum Development Guide, which was developed by the Educational Design Committee *(Document: Curriculum Development Guide, 2003)*.

Rationale for General Education is communicated to students, employers, and other constituents through the catalog, schedule, and advisory groups, which are designed to recommend consistent education requirements to prepare the student for vocational work. Advisory groups are comprised of working professionals, faculty, and community members.

The list of state level advisory groups specific for vocational education includes:

- Disabled and Disadvantaged
- Consumer and Home Economics Education
- Trade and Industrial Technology
- Health Occupations
- Agricultural/Natural Resources
- Career Development
- Gender Equity and Single Parents
- Marketing and Office Technology
- Public Safety
- Cooperative Work Experience

II.A.3., II.A.3.a. – Self Evaluation

Students benefit from Mt. SAC's General Education program as evidenced by the Community College Survey of Student Engagement (CCSSE) *(Document: Research Briefs Vol. 5, No. 9)*. Over 1,100 Mt. SAC students participated in this study.

The students were asked to what extent their Mt. SAC experience had contributed to their knowledge, skills, and personal development:

- 73% stated that Mt. SAC contributed "very much" or "quite a bit" to acquiring a broad general education,
- 69% indicated that Mt. SAC contributed to their ability to think critically and analytically,
- 67% indicated that Mt. SAC contributed to their ability to write clearly and effectively,
- 62% believed that Mt. SAC contributed "very much" or "quite a bit" to their ability to speak clearly and effectively.
- Further, almost half of the surveyed students specified that Mt. SAC contributed "quite a bit" or "very much" to their development in "acquiring job or work-related knowledge and skills."

As evident in the student survey data, Mt. SAC students are receiving a comprehensive general education. There is a college General Education Philosophy stated in the AR&Ps and the Curriculum Development Guide. However, Mt. SAC has not yet created student learning outcomes for General Education courses.

II.A.3., II.A.3.a. – Action Plan

- The SLOs Implementation Team will work with faculty in General Education areas to create General Education outcomes.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.b. – Descriptive Summary

The College assures that all General Education courses attain the goals stated in the General Education requirements as stated in the College catalog.

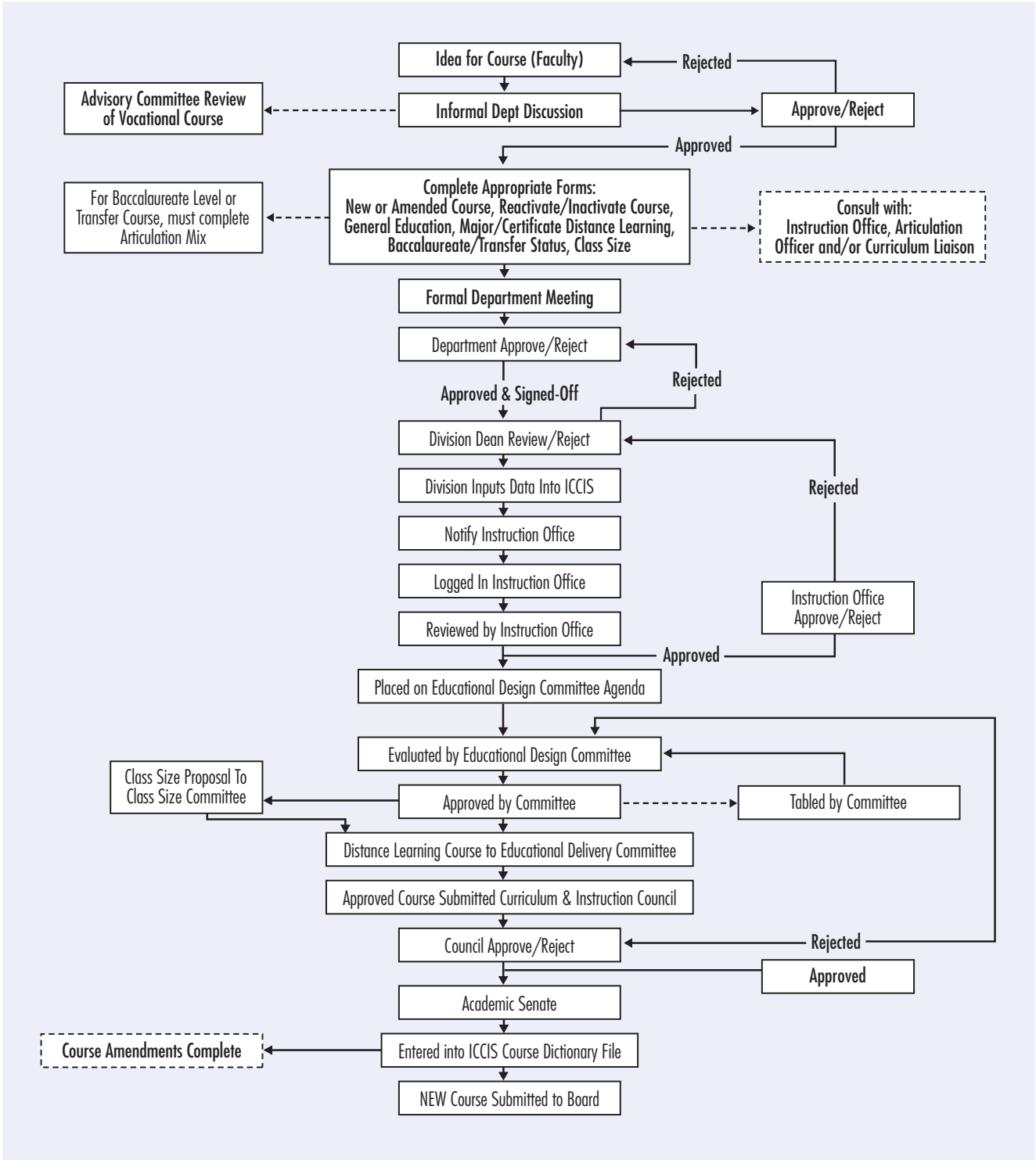
The Associate Degree Graduation Requirements are:

- 6 units of English/Speech
- 3 units of physical/life science
- 6 units of arts and humanities
- 6 units of social political and economic institutions
- 3 units of lifelong understanding and self-development
- 1 physical education activity course

To meet the graduation requirements, students must also meet a Mathematics, Writing/Communication, and Reading competency. The Mathematics Competency is fulfilled for the A.S. degree by successfully completing a minimum of three units of Agricultural Calculations, or Mathematics of Electronics, or Elementary Algebra, or completing a more advanced college-level mathematics course, or obtaining a satisfactory score on the appropriate Mt. SAC Elementary Algebra Competency examination. The Mathematics Competency is fulfilled for the A.A. degree by successfully completing MATH 59, MATH 71, or MATH 52 and MATH 72, or

successfully completing a more advanced college-level mathematics course, or obtaining a satisfactory score on the Mt. SAC Intermediate Algebra Competency examination. The Writing/Communication Competency is fulfilled for the A.A. or A.S. degree by successfully completing ENGL 1A and SPCH 1A *(Document: Mt. San Antonio College 2003-04 Catalog)*. The Reading Competency requirements are being approved through the governance process.

Flow Chart of Course Approval Process



All College GE courses must undergo a rigorous and serious approval process for proposals and amendments. This process is outlined in the "Mt. San Antonio College Curriculum Development Guide" *(Document: Curriculum Development Guide, 2003)*. The Educational Design Committee, an Academic Senate committee, reviews all curriculum changes. This process is outlined in a flow chart found in Section 2 of the Curriculum Guide.

According to the outlined process, the department faculty dialogs with the Division Deans and the College Articulation Officer to ensure that the proposed courses meet the rigorous standards for General Education.

All departments must complete "The General Education Course Evaluation Form" before submitting a course for approval.

Part One, required of all proposed courses, asks the following questions:

"1. Describe how the course requires post-secondary level skills in reading, writing, computation, and critical thinking.
2. Describe how the course improves students' abilities to:
   a. communicate oral and written ideas effectively,
   b. define problems, design solutions, critically analyze results,
   c. work effectively and cooperatively with others,
   d. work effectively and independently,
   e. develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions,
   f. function as active, responsible, ethical citizens, and
   g. acquire the curiosity and skills essential for lifelong learning.
3. Describe how the course imparts understanding, knowledge, and appreciation of (when applicable to the course):
   a. our shared scientific, technological, historical, and artistic heritage, including the contribution of women, ethnic minorities, and non-western cultures,
   b. our nation's and world's cultural diversity and heritage, including the contributions of women, ethnic minorities, and non-western cultures,
   c. the earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance,
   d. humanities and artistic achievements,
   e. human social, political, and economic institutions and behavior, including how these aspects are interwoven,
   f. the psychological, social and physiological dimensions of men and women as individuals and as members of society.
4. Does the course articulate course-to-course with any campus of CSU or UC?
5. Does the course appear on the CSU approved General Education-Breadth Certification List?
6. Does the course appear on the UC Transfer Course Agreement (TCA)?
7. How does the course fit into the Mt. SAC general education pattern?"
   (Document: Curriculum Development Guide, 2003)

Courses that are requesting approval for the College General Education list are submitted, with a General Education form and proposed Articulation Matrix, via the Instruction Office, to the Educational Design's Sub-Committee for General Education and Transfer Issues. If a proposed course or course amendment does not fulfill the breadth and depth required by this rigorous analysis, the course will not be granted GE status at Mt. SAC *(See General Education, II.A.2.a.)*.

Students' skills in GE courses are measured in various ways. This variety is documented by the course methods of evaluation, which relate directly to measurable course objectives and indicate the kind of student performance activities, projects, research papers and/or writing assignments that will be used in grading student performance. Students must demonstrate proficiency by means of essays or, where appropriate, problem-solving exercises or skills demonstrations. A degree applicable course must show substantial writing assignments or explain why these are inappropriate. In addition, all course outlines must include three to five Sample Assignments that could be given in a particular course. Typical assignments must demand critical thinking and establish that the work is rigorous enough to fulfill the credit level specified *(Document: Curriculum Development Guide, 2003)*.

Once approved through the curriculum process, these Course Outlines become the official outlines for all professors. A copy of the outline is kept in the Instruction Office, the Division Office, and the Department Chair's office. It is the responsibility of the Department Chair to make sure that everyone who teaches the course is given a copy of the Course Outline and follows it as stipulated by Faculty Contract.

II.A.3.b. – Self Evaluation

Mt. SAC has a substantial General Education program. The breadth, depth, and rigor of these courses is maintained and monitored by a comprehensive and consistent system for all GE courses. Although the discussion regarding an information competency requirement began well, it was stalled by a lack of support from the Chancellor's Office. This issue should be addressed in the Curriculum and Instruction Council.

Transfer statistics and surveys reveal the success of Mt. SAC's General Education program. Statistics from Fall 1999 – Fall 2001 show that 43.3% of Mt. SAC students transferred to a four-year university *(Document: Transfers to Community Colleges and Universities)*. Success is also measured when students are able to apply these skills to subsequent course work, employment, or other endeavors and responses from Mt. SAC graduates find 78.1% are currently employed, 58% are in a job related to their degree/certificate from Mt. SAC, and 69.8% feel that their education at Mt. SAC was "very important" or "important" in preparing them for their current position *(Document: Spring 2002 Alumni Survey: Eight-Month Follow-Up)*.

An indicator of the quality of Mt. SAC's programs would be its students' success rates after transfer. Although the College does not currently have the ability to track those students, it has contracted with The National Student Clearinghouse to receive post-transfer success data beginning Fall 2004. The Academic Senate's Student Learning Outcomes Steering Committee's four-year plan to institutionalize SLOs will allow the College to address the issue of General Education Outcomes *(Document: Proposal for the Establishment of a SLOs Team and Implementation Process)*.

II.A.3.b. – Action Plan

The SLOs Implementation Team will:

- begin the four-year plan for institutionalizing SLOs.
- work with General Education faculty to create student learning outcomes for General Education.
- work with the Research & Institutional Effectiveness office to determine appropriate assessment for student learning outcomes in General Education areas.
- The Curriculum and Instruction Council will resume talks regarding an Information Competency requirement.
- Research & Institutional Effectiveness will begin analyzing post-transfer success data from the National Student Clearinghouse.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3.c. – Descriptive Summary

Sections of the General Education requirements are designed to introduce students to a broad variety of subjects that increase their cultural awareness and sense of personal and social responsibility.

In this context, the Core Values of the institution read:

"• **Integrity** - We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- **Diversity** - We respect and welcome all differences, and we foster equal participation throughout the campus community.
- **Community Building** - We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- **Student Focus** - We address the needs of students and the community in our planning and actions.
- **Life-long Learning** - We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- **Positive Spirit** - We work harmoniously, show compassion, and take pride in our work."
(Document: Mission, Vision, and Values)

These core values are reflected in the diverse range of courses offered in the General Education program.

A section in Mt. SAC's General Education program requires students to take a minimum of six units in social, political, and economic institutions: a one course minimum from U.S. History and American Institutions, which include subjects such as the history of women (HIST 36), African Americans (HIST 30-1), and Mexican Americans (HIST 40) as well as a variety of courses that deal with U.S. history in general; and a minimum of one elective course from such subjects as Sociology of Ethnic Relations (SOC 20) to courses in child, family, and community (CHLD 1). There is also another section that requires students to take a minimum of three units in lifelong understanding and self-development.

Additionally, the Arts and Humanities section of the General Education program offers comprehensive and introductory courses on a variety of subjects that foster aesthetic sensitivity, cultural awareness, and an appreciation of ethical principles. Specifically, there is an ethics (PHIL 12) and an ethics honors course (PHIL 12H) that present a critical analysis of empirical and normative factors involved in choice, including an examination of major ethical theories and their application to the study of moral problems. There are also a wide variety of courses in art and music history and appreciation—e.g., Arts of Africa, Oceania, and Native America (ARTA 11) as well as music theory and music appreciation courses. The English & Literature department provides courses in World Literature (LIT 11) as well as specialized fields ranging from African American Literature (LIT 20) to Contemporary Mexican American Literature (LIT 25).

The Mt. SAC Honors program offers honors sections of transferable General Education courses *(See Honors, II.A.1.b.)*.

In addition to a wide variety of academic courses designed to develop ethical and aesthetic understanding, Mt. SAC also provides: the cultural art series, art gallery exhibitions, dance performances, music concerts, and theater performances. With more than 30 active clubs and organizations, ranging from an active student government to an internationally recognized choral group, students at Mt. SAC can *Learn*, *Grow*, and *Thrive* with any number of activities *(Document: Honors Program)*.

The Mt. SAC Student Government Association exists to provide leadership for the students of Mt. SAC. It is a representative group of elected and appointed officers. The Association exists to serve as the student political voice in designated governance, Academic Senate, and operational committees. Appointments are made to through the President of Associated Students. Members take leadership in the development of the rules and regulations governing students' behavior and welfare. The Associated Students Senate makes recommendations to faculty and College administration regarding campus policies and procedures. Students are afforded the opportunity to learn leadership skills and to develop competence in planning and program implementation. Members of the Association are able to develop interpersonal relationship skills and build confidence in their abilities. Participation in this Association is open to all students who meet the minimum academic requirements *(Document: Mt. San Antonio College Associated Students Mission Statement)*.

II.A.3.c. – Self Evaluation

The College meets the Standard.

II.A.3.c. – Action Plan

- None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.4. – Descriptive Summary

The College offers degree programs that have an established interdisciplinary core. As evidenced in the College catalog, all Associate in Science degree programs include focused study in a major and courses in the General Education core. For example, in the Family and Consumer Science major, students take courses primarily in Family and Consumer Science, but they also take Child Development, Interior Design, and Nutrition. As another example, in the Respiratory Therapy major, students take Chemistry and Anatomy as well as Respiratory Therapy classes. Still another example, students in the Alcohol/Drug Counseling program must take General Psychology and Sociology as well as Alcohol/Drug courses. Finally, all students in Associate in Arts programs take courses from different disciplines as a liberal arts education is the degree program's intent *(Document: Mt. San Antonio College 2003-04 Catalog)*.

The Associate in Arts degree features an established interdisciplinary core known as the General Education requirements which include six areas of inquiry: communication in the English language; the physical universe and life; arts and humanities; social, political, and economic institutions; lifelong understanding and self-development; and physical well-being.

II.A.4. – Self Evaluation

The College meets the Standard.

II.A.4. – Action Plan

- None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.A.5. – Descriptive Summary

Students who attend Mt. SAC can train for a new career and learn new skills by earning a degree or certificate from a list of 82 occupational degrees and 141 vocational certificates. In a survey conducted of Spring 2003 graduates, 44% indicated that their primary reason for attending Mt. SAC was to obtain job-related skills, 44% indicated that their primary goal was completion of an Associate's degree. 69% of the students surveyed indicated that they planned on transferring to a four-year college after leaving Mt. SAC *(Document: Community College Survey of Student Engagement)*.

Associate degree completion often leads directly to semi-skilled, skilled, and professional employment. In a study of vocational graduates of 2001 and 2002, 63% of graduates surveyed indicated that they were working in a degree or certificate related field within eight months of graduation. 21% of the graduates indicated that they were employed in jobs that were unrelated to their specific degree/certificate. The employment total was 83.1% *(Document: Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002)*. For some students the completion of an Associates degree may be required before transfer into Baccalaureate level vocational education.

The completion of a certificate gives students the opportunity to test out a field of employment without the commitment of completing an associate's degree, and in many cases, it enables the student to gain semi-skilled or skilled employment. At the present time, Mt. SAC has 141 vocational certificates representing every division on campus. The occupational degrees and vocational certificates are favorably recognized by local business and industry; and for those already employed, the completion of a degree or certificate may be a requirement for professional advancement *(See Degree/Certificate Program, II.A.2.c.)*.

Many occupational and vocational programs prepare students to pass licensing examinations mandated by an accrediting professional association, by a State or County consumer protection agency, or a Federal agency. Programs such as Nursing, Psychiatric Technician, Veterinary Technician, Histologic Technician, Radiologic Technician, Respiratory Therapy, and Paramedic all prepare students for required board examinations. Faculty often measures program effectiveness, as required by Program Review and external accreditation, by tracking student success on licensure examinations or employment success *(See Psychiatric Technician, II.A.2.c.)*. Other programs that prepare students for professional licensure include Aviation Maintenance, Aviation Science, Commercial Flight, Alcohol & Drug counseling, Child Development, Paralegal, Real Estate, and Fire Technology. These programs are reviewed regularly and must continue to meet the standards of the industry or professional association.

Mt. SAC faculty's creation of a vocational degree or certificate program is facilitated by a partnership with the business community. These industry representatives form advisory committees, which help the program's faculty identify needs for new programs/certificates or modifications to existing programs/certificates *(See Advisory Committees, II.A.1.c.)*. Members of the committee bring a currency to discussion regarding professional competence. They interpret data and anecdotal evidence about the direction a particular industry might be taking in the future. These committees also play an important role in the evaluation of existing programs, certificates *(See Advisory Committees, II.A.1.c.) (Document: Advisory Committee Handbook)*.

The Program Review procedure *(Document: Program Review Handbook 2002)* provides for systematic data collection, analysis, and interpretation, and is a key element in the assessment of the quality and effectiveness of Mt. SAC's vocational programs. It is a three-year process that is designed to focus on a program's success in meeting industry standards. Data from each department is reviewed and summarized first by faculty and their advisory boards and then by the appropriate divisions' managers, allowing for program improvement needs to be identified and solutions to be worked out *(See Program Review, II.A.1.)*.

The Research & Institutional Effectiveness office supports vocational and occupational programs by helping faculty members document the effectiveness of a program and determine student achievement. The Research office also provides labor market statistics and trends taken from the California Occupational Information System, and that information plays a key role in program improvement and validation *(See RIE, II.A.1.) (Document: Research Briefs Vol. 5, No.1)*.

The curriculum process established at Mt. SAC provides another level of protection in assuring that students meet technical and professional competencies. Faculty members creating new courses move through a detailed process that includes the development of course descriptions, measurable instructional objectives, content outline, assessment methods, and sample assignments. Faculty must also provide a rationale for creation of the course, or certificate, or degree, and this often includes advisory committee recommendations. All courses submitted go through a review and approval process by the Educational Design Committee, an Academic Senate committee that reports to the Curriculum and Instruction Council and the Academic Senate *(See Curriculum Process, II.A.1.c and II.A.2.a.) (Document: Curriculum Development Guide, 2003)*.

II.A.5. – Self Evaluation

Mt. SAC assesses student achievement through a variety of means including measuring retention rates, calculating certificate and degree completion rates, quantifying vocational or professional examinations scores or determining licensure rates, employment rates, and employer satisfaction surveys *(Documents: Office of Research & Institutional Effectiveness; Research Briefs; and Program Review Summary, 2002)*.

In particular, the "Degree and Certificate-Related Employment survey for the Vocational Graduates of 2001-2002" gives faculty and managers valuable data that can be used to validate employment competencies *(See Vocational Programs, II.A.2.c.) (Document: Degree and Certificate Related Employment for the Vocational Graduates of 2001-2002)*.

One factor that limits Mt. SAC's ability to gather evidence that students who complete occupational degrees are prepared for licensure is the Federal Government Privacy Statutes, which prohibit the release of personal information, including examination scores. As a result, vocational or occupational programs have gathered data by asking students to submit scores anonymously and voluntarily in order to assess the program.

II.A.5. – Action Plan

Research & Institutional Effectiveness will:

- seek solutions for tracking student licensure examination scores.
- develop improved methods of feedback from employers and industry.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6. – Descriptive Summary

Program Information

The College provides information to enrolled and prospective students regarding educational courses, programs, and transfer policies through multiple means, including the catalog, course schedule, transfer guide, college and program web sites, occupational guides, brochures, and program-developed materials. Of these documents, three – the catalog, course schedule, and transfer guide – are considered to be primary source documents. These documents are core to content included on the College and program web sites and are the reference source for other College documents.

The College catalog is designed to be a comprehensive guide to students regarding the College, its academic programs, resources, and policies. In addition to an updated listing of certificates, degrees, and individual course descriptions, the catalog outlines academic policies and requirements, campus services for students, student learning opportunities and resources, campus facilities, community and non-credit education, and College policies and notices. The catalog is updated annually and is published in the Spring following a review by the Instruction Office, including the administrative specialist for curriculum, individual academic divisions and departments, Student Services representatives from key areas, and representatives from community education and workforce development.

The academic schedule of classes is another primary source document for identifying courses offered as well as critical student information regarding admissions, registration, financial aid, calendar, maps, and a summary of pertinent policies. Each schedule also contains a College application. The academic schedule is published three times a year and is also reviewed by the Instruction Office, individual academic divisions and departments, and the Student Services office for

accuracy. The schedule for community education classes is also published three times a year and is designed to serve as a more comprehensive guide to community education programs, services, and policies in the same way the catalog serves academic programs. Both the academic and community education schedule of classes serve as promotional tools as well as informational documents, highlighting new offerings/programs and emphasizing programs/services with which students may be unfamiliar. The College Webmaster uses both the catalog and schedule as primary sources for upload to the College web site. However, the web site enables the College to update course offerings after schedule publication, making the web site the most current information regarding class schedules. A new feature added to the web site in the past year allows students to search for open classes by department/program and time. During August 2003 (the beginning of Fall semester), the College web site received over 200,000 hits, with accessing the schedule being the third most frequent use. Student use of the web site is anticipated to grow as the College moves toward online registration capability, anticipated for Fall 2004. In addition to current information regarding classes, the College web site provides other information critical to students (i.e., financial aid). In the case of financial aid information, that office provides information directly to the Webmaster for uploading assuring accuracy and timeliness.

The third primary information source is the transfer guide. Formerly, this document was published annually, but frequent changes rendered it out-dated prior to publication. This information is now available online at www.assist.org and can be accessed through any computer terminal and through the transfer office *(Document: Statewide Student Transfer Information for California)*.

Other significant information sources include program materials, occupational brochures, and career briefs. Career briefs are distributed through the counseling offices and are available through the Eureka web site, which updates them annually. Occupational brochures are developed by the programs and are part of an outreach effort to prospective students particularly those at the grade 7-12 level. They are designed to provide an overview of an occupational area; giving a general description of the field, categories of employment, needed skills, compensation, and job market. These brochures have been developed over the past three years and will be updated as needed. Finally, program-developed materials provide additional detail to interested students including program expectations and policies, program-related costs, books, materials, etc. These materials are reviewed by the program and updated as needed.

Certificate and Degree Description

The catalog provides a description of the A.A. degree and each of the A.S. degrees and certificates. These descriptions, with few exceptions, contain a statement of the purpose, content, and course requirements. Select programs included outcome focused information. The most recently approved and/or revised degree and certificate descriptions meet the guideline of including the program's goals and objectives and what students may expect as an outcome *(Document: Program and Course Approval Handbook, Chancellor's Office, California Community Colleges)*. Programs initially approved or revised through the Chancellor's Office before Spring 2001 may not meet this guideline. Outcomes cited in program descriptions vary but reflect transfer, preparation for a set of job titles, preparation for entry-level employment in an identified field, and /or preparation for a licensing entry examination.

Course Syllabus

Each academic division requires that faculty submit a current syllabus during the first two weeks of each semester. New faculty members are provided with information on developing their syllabus in the Faculty Handbook. In addition, individual academic divisions provide samples in orientation workshops. Availability of the syllabus is an issue included in the student evaluation of faculty: "Was a course syllabus and outlines, including written expectations and grading criteria distributed at the beginning of the semester?" *(Document: Student Evaluation Form)*.

Consistency Across Sections

To ensure course consistency, the Faculty Contract stipulates faculty must adhere to the official course outline. Further, Mt. SAC grade sheets state, "I also certify that I have taught the course in accordance with the official course outline of record." Mt. SAC faculty members sign these at the end of each course *(Documents: Monthly Positive Attendance Record; Mt. San Antonio Class Record; and Mt. San Antonio College Grade Response Record)*.

II.A.6. – Self Evaluation

As of Spring 2005, the schedule of classes will contain both credit and non-credit/community education course

listings, reflecting the President's efforts to integrate all components of the College's instructional programs. Keeping information consistent, updated, and accurate will continue to be a challenge as the College strives to be responsive to student needs, changing policies and procedures, and fiscal realities. Print documents will always lag behind real-time counterparts in their time-related accuracy. Mt. SAC is working to meet the needs of its constituents by providing accurate information from a variety of sources.

The College consistently describes its A.A./A.S. degrees and certificate programs in terms of purpose, content, and course requirements, but it is inconsistent in including expected learning outcomes. Recently revised or new programs and programs leading to a specific, recognized industry/professional certification or examination are most likely to include statements of expected learning outcomes.

Regarding distribution of the syllabus, the College strives to meet this standard and has in place oversight mechanisms for assuring it is met. The College also has in place a mechanism for verifying the consistency of individual sections with the course learning objectives. However, a letter to all Department Chairs from the Academic Senate President and Curriculum Liaison, the Vice President of Instruction and the Articulation Officer, dated September 2, 2003, outlines steps for Department Chairs to take to ensure that faculty have access to official course outlines and understand their importance to articulation agreements as well as instructional consistency. This letter indicates that some faculty members are not consistently complying with this portion of the standard, but it also indicates that the College is addressing that inconsistency *(Document: Letter, September 2, 2003)*.

II.A.6. – Action Plan

- College Webmaster will establish a plan for checking the accuracy and currency of all site information.
- Departments will review official course outlines on a regular basis to ensure faculty understanding of course objectives/outcomes.
- Department Chairs will spot check syllabi for compliance with the course master and assist the academic divisions with any issues related to syllabi distribution.
- The Instruction Office, in conjunction with the SLOs Implementation Team, will establish a process whereby expected student learning outcomes could be incorporated into the catalog.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6.a. – Descriptive Summary

Mt. SAC's policies regarding the evaluation and acceptance of course work completed at other colleges are published in the catalog and are available to students in flyer-format through Student Services in the Admissions Office and Transfer Center *(Documents: Administrative Regulations and Procedures, Section 512 and "I Turned in a Transcript, What Happens Now?")*. Students may also access this information through contact with a counselor or educational advisor. Information about transfer-of-credit is also included in the new student orientation.

Students who have taken general education and associate degree courses at other colleges and want to transfer this credit must make a formal request through Admissions and Records. They are directed to submit an official or unofficial transcript to determine eligibility for courses at Mt. SAC, but official transcripts are required in order to receive credit for coursework taken outside of Mt. SAC. To determine general education and/or associate degree equivalency, the course must be easily identifiable as the same course taught at Mt. SAC based on prefix, title, and/or description. Prerequisite information must also be provided to substantiate granting of course equivalency and course credit. Students are notified of the results in writing. If denied, the student may request an in-depth evaluation for which the official course information from the institution of record is used.

In the case of "subject" requirements for a vocational program, the course is evaluated by a representative of the department. If the course is determined to be an acceptable substitution for a required course in the program, the department representative completes a "variance" form verifying this acceptance.

In addition to specific requests to review course work taken at other colleges, Mt. SAC participates in the CAN (California Articulation Number) system. CAN is a statewide numbering system used to identify courses at Mt. SAC that are equivalent in content and scope to courses offered by other participating colleges and universities, regardless of their titles or local identifying numbers. CAN numbers appear next to the identified courses in both the catalog and class schedule. Because of course requirement changes, courses may be added to or deleted from the CAN database. Students are advised to work closely with an educational advisor or counselor in planning their programs. Students can also consult the ASSIST databases at www.assist.org for specific information on course agreements.
At the time courses are developed and/or revised, they are reviewed by the Educational Design Committee, an Academic Senate committee. The College articulation officer participates in this review to assist faculty in determining whether the proposed course/revision meets the standards for course-to-course articulation with a California State University/University of California. The Articulation Office, in consultation with discipline/program faculty, works to maintain/update existing articulation agreements and to identify courses for possible articulation with courses at four-year institutions. This office assists faculty in submitting the required documentation to the reviewing institution *(See Curriculum Process, II.A.1.c. and General Education, II.A.3.a.)*.

II.A.6.a. – Self Evaluation

Mt. SAC currently has an established system for reviewing course work taken at other institutions for eligibility and equivalency at Mt. SAC. This review is based on course content as established by course title, prefix, numbering, and description. The College does not have consistently established learning outcomes for specific courses, so they are not used as the basis for this review. Regarding articulation agreements with other colleges and universities, these institutions also do not have consistently established learning outcomes for courses that are reviewed. The articulation review mechanism established through the CAN system is also based on content review rather than outcomes. Shifting to an outcomes focus in granting credit for coursework will require the coordination and cooperation of all colleges and universities. It seems likely, therefore, that the College will retain both a content review process along with an outcomes review during a transitional period.

II.A.6.a. – Action Plan

- The Student Services will work with articulating institutions and statewide organizations to consider how the articulation process should best reflect a changing focus to student learning outcomes.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.6.b. – Descriptive Summary

Programs are identified as at risk or in need of major change through the assessment of faculty as documented in Program Review, by division leadership, through guidance provided by advisory committees, and/or through assessment completed as a part of accreditation by an external agency. The complete processes for program modification and termination of a program are included in Administrative Regulations and Procedures *(Document: Administrative Regulations and Procedures, Sections 503.2 and 503.3)*.

Changes warranting program modification might include the incorporation of new curriculum, restructuring of curriculum, and/or significant changes in program length. If the suggested modifications do not change the job category for which students are preparing, those changes can be approved through the Educational Design Committee, an Academic Senate committee *(See Curriculum Process, II.A.)*. Changes impacting the intended career outcome of the program are also submitted to the Chancellor's Office. Students attending during a period of program modification are informed regarding any change in course requirements for their certificate/degree. Faculty take a lead role in counseling students in planning for any schedule adjustments and, if needed, provide students with direction regarding application for course waivers based on previously completed course work.

Since its inception in 1997, the Animation Program has undergone a number of modifications in response to changing employment patterns in industry, student enrollment, and certificate completion. The program was initially designed as a 'lock-step' curriculum where students applied to participate in the program and then followed a predetermined sequence of classes. This design originated from a series of advisory meetings and met with the approval of this committee. However, as

enrollments began to decrease, students and faculty expressed concern for the number and sequence of courses required. These factors combined with a depressed employment market in the entertainment-related animation industry prompted a significant curriculum revision allowing for a series of skills cluster-based certificates. The redesigned curriculum allows for a number of entry points and gives students the option to direct their preparation toward a variety of fields/positions using animation skills. Students were informed regarding changes in program application and course sequences as those changes were made. Faculty counseled students already enrolled regarding any needed changes in their individual educational plans. At risk programs are identified through the Program Review process based on trend data and/or other relevant information. Factors leading to this determination may include student enrollment, certificates awarded, student transfer, job placement, student retention, and/or student success. These factors may have not met expected goals or may have declined over time. Once identified, key program faculty and division leadership gather data to determine possible causes and solutions from various constituent groups including students, employers, and the advisory committee. An intervention plan is then developed based on these findings and may include recruitment activities; cooperative ventures with local employers, transfer institutions, and other community colleges; enhanced counseling services; adjustment of course scheduling; and analysis of program demographics. The plan also includes a timeline and a budget for these strategies as well as a proposed process for addressing how students, faculty, and staff involved in the program will be accommodated/reassigned if the program is discontinued.

Mt. SAC has discontinued one program since the last accreditation site visit, Recreational Vehicle Service Technician. In this case, significantly declining enrollments, weak job market, and lack of additional compensation for certificate completion were identified as the most salient factors. Once identified, the program faculty member and division personnel worked with both local and national advisory committee members to develop a plan to strengthen program visibility and to market the program to individuals already in the field. Despite these efforts and others over a two-year period, the program continued to decline. With the agreement of the Academic Mutual Agreement Council, comprised of the Academic Senate President and Vice President of Instruction, the plan for program discontinuance was set in motion. At this point, students were notified of the pending closure and a reassignment plan, including a training component developed for the faculty member and staff technician, was started. Enrolled students were given the opportunity to complete the program over a one-year period, and individual student's scheduling needs were accommodated. The program closed at the end of the 2000-01. Following completion of the training/reassignment plan, the faculty member and staff technician were successfully reassigned within the same division.

II.A.6.b. – Self Evaluation

The College meets the Standard.

II.A.6.b. – Action Plan

- None.

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.6.c. – Descriptive Summary

The Institutional Marketing Committee, including representatives from Public Information and other departments on campus, meets regularly to discuss ways in which publications may be consistent, accurate, and current. Members of the Instruction and Student Services teams regularly review the catalog and schedule of classes prior to printing. The College also responds to information from the legal counsel in the Chancellor's office. The Research & Institutional Effectiveness office provides the most current data available on student enrollment by ethnicity, general transfer student description, and general student demographic information. The information is available on the College web site. The College's printed and electronic brochures and documents contain photographs that reflect its diverse student body.

In terms of information in electronic formats, the Webmaster monitors the information on the College web site. He regularly responds to various campus requests for information changes and updates. The site is updated three or four times a week to ensure accuracy. Presently, the Institutional Advancement Team

is working on requiring all campus departments to review and update their web pages to be consistent with the schedule of classes, the catalog, and the College web site. The Institutional Advancement Team and the Institutional Marketing Committee have been meeting to review procedures to streamline publications production. As more students are using the College web site to collect information, the groups are working on expanding information about the College's programs and services in electronic formats. Alternative formats are also available so that students with special needs may readily gain access to College information.

As the schedule of classes and College catalog are updated, every department or service is afforded an opportunity to provide the most current information for publication. The College also publishes an annual report to the community, and it contains a financial report for the previous year, schedule of events, and other facts. As with any college, these publications must be prepared well in advance so that students and community members are able to take advantage of programs and services.

Several diligent efforts are underway to review the consistency between Board Policies and the Administrative Regulations and Procedures. Any inconsistencies are to be addressed, and any recommendations for updating will be brought to the College leadership.

II.A.6.c. – Self Evaluation

The College is re-examining the volume and content of the schedule of classes for credit and non-credit programs as well as the College catalog. Organization of key information about programs and services may need to be reviewed from the perspective of students new to an institution of higher education as opposed to organization of information according to the institution's internal organizational structure. The review may reveal duplication of information, inaccuracies, and stylistic problems.

II.A.6.c. – Action Plan

- Departments and areas will gain authorization to update information on the College web site.
- Instruction, Student Services, Information & Educational Technology, and Institutional Advancement will meet to continually improve the quality of published materials, especially the schedule of classes, catalog, and web site.
- A representative group of new students will be provided with the opportunity to evaluate the organization of information in the catalog.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7., II.A.7.a. – Descriptive Summary

Mt. SAC's Board Policies and Administrative Regulations and Procedures demonstrate its institutional commitment to free acquisition and dissemination of knowledge. Faculty "recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship" and "accepts the responsibility to practice the profession according the highest ethical standards" *(Document: Administrative Regulations and Procedures, Section 305)*. The College's commitment is further illustrated by Board Policies that emphasize the importance of providing opportunities for "critical thinking, tolerance, and understanding of conflicting points of view" and "for discussion and evaluation on a factual and reasonable basis" *(Document: Board Policies, Section 826.2.A.3-4)*.

To achieve the goal of "the free pursuit and dissemination of knowledge," the College expects its faculty to distinguish between personal conviction and professionally accepted views in a discipline. A faculty member may discuss his/her subject in the classroom "so long as he/she distinguishes between personal opinions and what is contemporarily regarded as factual information by leading academicians in the discipline being discussed" *(Document: Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*.

The College assures compliance with this expectation through faculty evaluation processes, including classroom visitations, student evaluations, peer evaluations, and through student grievance procedures. Classroom visitations include such criteria as "listening attentively and giving explanations to students with

clarity and in a non-threatening manner" and "verbal expressions and physical demeanor set a tone for a classroom environment that promotes the learning process." The student evaluation form specifies that faculty members are expected to appreciate and respect students' opinions and that faculty can be asked questions about the class…without becoming defensive" *(Document: Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*. Students also have at their disposal the right to file a grievance, and they are "protected against capricious, arbitrary, unreasonable, unlawful, false, malicious, or professionally inappropriate evaluations or behavior by a faculty member." Students are informed of the grievance process through the catalog and schedule of classes; both documents refer students to the Student Life Office for more information *(Documents: Mt. San Antonio College 2003-04 Catalog and Mt. San Antonio College Schedule of Credit Classes, Spring 2004)*.

The faculty have engaged in discussions about ethics and professional standards in Academic Senate meetings. In Spring 2003 and Fall 2003, the Academic Senate distributed the document, Faculty as Professionals: Responsibilities, Standards, and Ethics to fellow senators. Addressing academic freedom, the document delineates faculty obligations in the teaching profession "where freedom of expression ensures the open exchange of ideas. Whereas, in the classroom opinions do not all have equal weight, all views are encouraged. As part of faculty obligation to infuse the skills of critical thinking, faculty seek to create classroom environments that foster the free exchange of ideas." Additionally, the document identifies the obligation "to clearly distinguish when one is speaking of oneself and when one is speaking as a representative of the educational institution. The classroom in particular should not be used as a forum for the advancement of personal causes" *(Document: Faculty as Professionals: Responsibilities, Standards, and Ethics)*.

The Academic Senate has discussed the above document and has formulated a Professional Standards & Ethics Committee to address issues of academic freedom and others related to faculty responsibilities, standards, and ethics. The new Ethics Committee is intended to provide a faculty-driven process for addressing faculty issues, including faculty responsibilities, professional standards, and ethics in an atmosphere of collegiality before entering the official Faculty Association grievance process.

II.A.7., II.A.7.a. – Self Evaluation

The College has established policies and procedures regarding the obligation faculty members have to distinguish between personal views and professionally established facts in their discipline. While the definitions of academic freedom and the faculty's professional obligations do convey the College's expectations on this matter, this expectation is not an evaluation criterion in the new faculty evaluation forms.

Student grievance procedures are mentioned in the schedule of classes, but they are included under "General Information." The procedures should appear in context of other College policies affecting students and general information such as student ID cards and parking.

II.A.7., II.A.7.a. – Action Plan

- The Academic Senate will disseminate the Professional Standards & Ethics Committee's purpose and function statement to the faculty.
- The Instruction Office will place information about student grievance procedures in a newly created category about College policies that govern student rights and expectations of appropriate behavior in the catalog.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.b. – Descriptive Summary

Mt. SAC publishes clear expectations concerning student academic honesty and the consequences for dishonesty in the College catalog, Administrative Regulations and Procedures, and Board Policies *(Documents: Mt. San Antonio College 2003-04 Catalog; Mt. San Antonio College Schedule of Credit Classes, Spring 2004; Administrative Regulations and Procedures, Section 609; and Board Policies)*. In addition, the divisions and departments require faculty members to include a statement about academic honesty in their syllabi.

A Character Development seminar (Character Counts) has been developed for students who have been referred for cheating and/or plagiarism. A train-the-trainers model is utilized based upon initial training provided by the Josephson Institute *(Document: Character Counts)*.

II.A.7.b. – Self Evaluation

The College meets the Standard.

II.A.7.b. – Action Plan

- None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

II.A.7.c. – Descriptive Summary

Mt. SAC has established specific codes of ethical conduct and professional standards for staff, faculty, administrators, and students in a variety of documents. First and foremost, the College's Core Values and Mission statements are published in the College catalog, its annual report to the community, web site, and posters. The College's Board Policies and Administrative Regulations and Procedures explicitly delineate a professional code of ethics for all employees, faculty duties and responsibilities, and role expectation for management. Board policy also provides for suspensions, hearings, and terminations of classified staff when and if an employee's conduct contradicts the College's expectations. The College catalog conveys the College's expectations for student conduct and outlines student disciplinary procedures to address deviations from its expectations. The Student Handbook also provides notice to students of the expected code of conduct for students, including the Student Discipline Policy. Finally, the Academic Senate has created an Ethics Committee through which faculty issues, including professional codes of conduct, may be addressed *(See Ethics Committee, II.A.7.a.) (Documents: Board Policies Sections 305.1 and 402.1; Administrative Regulations and Procedures, Sections 200.2 and 305.1D; and Mt. San Antonio College 2003-04 Catalog)*.

II.A.7.c. – Self Evaluation

The College meets the Standard.

II.A.7.c. – Action Plan

- None.

II.A.8. Institutions offering curricula in foreign locations to students other the U.S. nationals operate in conformity with standards and applicable Commission policies.

II.A.8. – Descriptive Summary

This standard does not apply to instructional programs at Mt. SAC.

II.B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B. – Descriptive Summary

Through an extensive network of support services and specialized activities, Mt. SAC provides avenues for access to college programs and works to ensure success for students in reaching their desired goals. Support services are provided across college divisions, but most principally in Student Services. Processes, including evaluation procedures, are in place to provide comprehensive services designed to meet the varied and complex needs of future and current students. The eight components of matriculation, mandated by the state, address policies and procedures related to Admissions, Assessment, Orientation, Counseling and Advisement, Follow-up, Coordination and Training, Research and Evaluation, and Prerequisites, Co-requisites, and Advisories on Recommended Preparation.

It is through the matriculation process that the student is made aware of existing programs. It is also through this process that the College identifies students' needs and determines if these needs are being met. Enrollment starts with the submission of the application. The students identify educational goals and respond to a Student Services interest survey on the application. Students are then instructed to take placement tests to determine appropriate course

placement. Students then move through an orientation, where counselors explain the matriculation process, interpret test results and requisites, explain general preparation for certificate completion, graduation and transfer, and advise students on other significant aspects of the college culture and available support services. Upon completion of these first steps of matriculation, action is either taken on behalf of the students or by the students.

The admissions and assessment processes facilitate the flow of information to various Student Services programs. Both formal and informal processes for information sharing are in place. The internal and external relationships sometimes form naturally, and sometimes systemically. Student interests and needs are surveyed on the Application for Admission. Taking direct information about interested students from the application, the Disabled Student Programs & Services (DSP&S), for example, retrieves a list of students from the Information & Educational Technology department and sends a letter that introduces the availability of DSP&S to new students. Supplemental applications for Extended Opportunity Programs and Services (EOPS), Financial Aid, the Bridge Program, Honors, and College Starter programs are also provided to students. Each program follows established procedures for evaluating students' eligibility for program participation. The High School Outreach office streamlines the enrollment process with participating feeder high schools and information is communicated to students about program and service opportunities. In addition to direct student communication, the High School Outreach office maintains communication with and provides information about programs, on a regular basis, with high school partners.

On campus, High School Outreach shares test results of graduating seniors, who took the test at their high school, with the Bridge Program so that students who may benefit from the program are identified. The Financial Aid Office provides information to EOPS about students who applied for student aid and are considered eligible for EOPS. The receipt of this information prompts the EOPS department to send out an application packet to students.

During the College's mandatory orientation, students' assessment results are reviewed to determine appropriate course scheduling and eligibility for program participation. A comprehensive list of student services, outlined in the Orientation Handbook, is disseminated and discussed during the orientation.

The Assessment of Written English (AWE) readers, who are trained faculty, may recommend that students complete the English as a Second Language, American Language, or Learning (LERN) programs. The Assessment Center will attach a letter from the Honors program to the test results of students who have successfully placed into the College's Freshman Composition course, English 1A. Eligibility for this course serves as one of the criteria for admission into the program.

Non-credit, limited English proficient students are eligible to enroll in the English as a Second Language (ESL) program. Interested individuals, including those who were referred to ESL through the assessment process, are assessed on their English performance levels (reading, writing and speaking) to determine placement. Once that has been established and space becomes available, the individuals are notified about program registration. Various activities and events are pursued to raise awareness about the College's credit programs among students enrolled in Community & Non-Credit Education in general and the ESL programs in particular, in order to assist students to transition from non-credit courses to the credit program.

College Starter and Special Admit applicants (students from the K-12 system) must meet minimum standards of English placement as part of the program criteria adopted by the Student Preparation and Success Council reflecting State Title V regulations. Counselors use the assessment results as a direct tool to determine eligibility for enrollment. A formal process is established between Counseling and the Admissions and Records office to verify student admission into the program. System safeguards are programmed into the College's computer mainframe system that blocks these students from registering until they have been given approval.

The Community Education Center (CEC) assesses individual needs, instructs individuals on the process for enrollment and determines program placement into Adult Basic Skills, the GED program, Adult Diploma program, or High School Referral program. Community Education & Non-Credit Education, offering a multitude of personal enrichment courses and programs that respond to the community's interests and needs, maintains an enrollment process separate from that which is required of the traditional College student. The schedule of non-credit course offerings is sent to homes in the local area and provided on the web. Community members register by mail, fax, or in person.

College-wide discussions about student access to programs have transpired at varying levels, reflecting the vital connection between instruction and student services. Faculty and managers from both areas, who serve on governance, Academic Senate, and operational committees, have a laudable history of working together for the good of the students they serve. Developmental education programs and learning communities (Bridge Program, Math Academy, LERN, and Tutorial Services) have been explored, piloted, implemented, and studied. Various seminars have been conducted for faculty and staff by the leading implementers of student learning outcomes efforts (e.g. Langford, Alverno, Institutional Effectiveness Associates) with an eye on improvement of academic programs and services campus-wide. During a Learning Outcomes Retreat held October 10, 2003, the models were reviewed and pilot studies of LERN, Tutorial Services (writing), and the Psychiatric Therapy program were shared (See II.A.). The Developmental Educational (DE) Team is regarded as a leader in reshaping the relationship between students, faculty, and staff in terms of a student-centered approach to learning. The broad cross-section of faculty, administrators, and managers has begun the campus-wide discussion of assessment of students' learning. The DE Team held conferences during Spring 2002 and Spring 2003 (open to any interested faculty or staff), with the central focus on classroom applications. DE also developed a Faculty Certification program, with three modules offered each semester. The first module provides the background on developmental education. The second module discusses strategies that can be used in the classroom (e.g. learning community). The third module focuses on learning outcomes and assessment. Faculty interested in the certificate program will move through the modules in order. In addition, presentations on developmental education were also offered during Flex Day Spring 2002 and 2003, and the Spring 2004 Flex Day centered on a student learning outcomes' theme.

The Student Preparation and Success Council, an Academic Senate committee, reviews recommendations on policies and procedures affecting student success. Departments, divisions, or other committees generally submit requests to the Council to review particular issues, policies, and procedures. After approval by the Academic Senate, revision or implementation of policy changes are adopted and then forwarded to the Board of Trustees for final approval. The official adoption of policies and revisions to existing policies enables impacted departments to implement the necessary procedural changes of an academic nature, which are expected to contribute to student success and ensure compliance with state regulations. The recent work completed by the Student Preparation and Success Council resulted in the adoption of policies and procedures that affect access, progress, learning, and success:

- Prerequisite Challenge Process
- College Starter and Special Admit
- Pass-Along Certification
- Academic Renewal
- Matriculation Exemption Policy
- Associate Degree General Education Equivalency
- Probation Policy

Impacted departments then work collaboratively to execute the newly revised process for the benefit of students.

The High School Outreach office is responsible for planning and executing the annual Principals' Breakfast and Counselors' Conference and Luncheon, where feedback data is provided, program and service information updates are shared, student successes are celebrated, and high school counselors are asked to identify prospective students for programs. College-wide discussions, which influence future students' access to the College's programs and services, are incorporated into the culminating dialogue between the College and high school partnerships.

Other departments utilize advisory committees (e.g., Disabled Student Programs & Services, Transfer, and EOPS) in order to assess effectiveness and receive input related to special groups of students. These committees include a cross-section of staff, faculty, community members, and students who discuss the need for increased awareness, program support, and evaluation. Emerging discussions with these external partners reflect the mission of Mt. SAC to strengthen and respond to issues pertaining to student access, progress, learning, and success.

II.B. – Self Evaluation

The College maintains a supportive environment for students. The established processes for admissions, assessment, orientation, as well as other components of matriculation, identify student needs and provide departments with a means to support students. Periodic evaluation of the services and resulting action to improve processes provide evidence of concern for the student's experience. Departments engage in Program Review and open dialogue to identify gaps and concerns, which enable them to implement or revise

procedures that would benefit the student. Discussions take place, appropriately, among governance and Academic Senate committees to address issues pertaining to student needs. As a result of the across-campus dialogues, the College works to adopt policies and procedures that enhance student support programs. With a commitment to respond to student needs and measure the effectiveness of services to students, the College needs to continue to assess learning outcomes.

II.B. – Action Plan

- Research & Institutional Effectiveness will create projections for future needs through continued focus studies, research, and periodic assessments, and evaluations.
- Student Services will continue to measure the effectiveness of current service efforts to meet the needs of students.
- The Student Preparation and Success Council will develop and refine policies and procedures designed to enhance student success.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.[1, 2]

II.B.1. – Descriptive Summary

All student support services within the Student Services Division undergo a Program Review every year. Program Review is an evaluation and improvement exercise that examines several aspects of each Student Services program to identify new, changing, and ongoing student needs to assure that services effectively meet these needs *(See Program Review, II.B.4.)*. Certain departments undergo state and federal review, audits, site visits, and regulatory and statistical reporting of clients and outcomes. Services provided for non-credit students through the Community & Non-Credit Education Division are reviewed annually through a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) *(See SWOT, II.B.4.)*.

As with any college or university, some of Mt. SAC's student support services provide direct support to student learning and others provide support indirectly. The Office of Admissions and Records supports student learning by continuing to make enhancements to the admissions and registration process. Students do not need to be on campus to register for classes. Through the College's telephone registration system, students have remote access to the registration system between 6:00 a.m. and 11:00 p.m. Identification of open classes has also been made easier for those trying to add classes at the beginning of the semester through online access to an open-class list, a Registration Assistance Center, and a wait list system. The College is working toward providing an online application and online registration for classes; as part of that goal, the College will be accepting credit card payments online as well.
The Assessment Center provides more direct support to student learning by administering the testing process for the placement of students into appropriate levels of math, English, chemistry, etc. The department demonstrates that their testing instruments support student learning through student success data *(Document: Request for Approval for the Use of a Writing Sample or Locally Constructed or Managed Test)* and periodic satisfaction surveys of instructors and students. The Assessment & Matriculation Committee frequently reviews effectiveness of the assessment and placement process and helps to guide its improvement. Non-credit students who need assessment may take the credit assessment tests through the Assessment Center or through ESL testing by non-credit ESL faculty.

The Upward Bound Program, funded by a federal grant, "will allow the College to provide supplemental instruction and support services to at-risk high school students [who will, upon completing their senior year, be able to] transition into the Summer Academy Bridge Program" *(See Upward Bound, II.A.1.b.)*.

The Bridge Program in both Summer Academy (Summer) and the Freshman Experience (Fall and Spring) uses learning communities to help first year, high-risk students get off to a successful start in college *(See Bridge Program and Freshman Experience, II.A.1.b.)*.

In Spring 2003, according to the Community College Survey of Student Engagement (CCSSE), 62% of Mt. SAC students found planning/advising to be very important services and 56% said the same for career counseling *(Document: Research Briefs Vol. 5, No. 2)*. Counseling and advising services guide credit and non-credit students in their career choices and in determining the most appropriate educational plan for each individual, which becomes their road map to academic success and transfer. There are a variety of activities conducted by the Counseling and Advising Departments that help ensure that students have the information necessary to get the most from their college experience.

New students beginning matriculation at Mt. SAC participate in an orientation conducted by the Counseling and Advising Departments. Orientation is designed to help students become more successful by exposing them to academic programs, support services, and by making them aware of appropriate procedures and their responsibilities as a Mt. SAC student.

In addition to students seen through the appointment process, a proactive effort is made by the Counseling and Advising Departments to impact targeted student populations. Each semester, the Counseling Center identifies undeclared students in an outreach effort to assist students in the process of goal identification and major selection. During the Fall semester, first-term students who identified their educational major as "undeclared" on the College application are invited to participate in a career exploration workshop. Students who have completed 24 units and who are still undeclared are invited during the Spring semester to meet with counselors to evaluate their progress toward their educational goal of graduation and/or transfer, and to participate in counseling to assist in the formation of their career goal. Career counseling is made available to all students, including students who are enrolled in the College's non-credit program.

Probationary students are the second target group for counselors. An extensive "intrusive" counseling model has been implemented, which includes limiting the number of units probationary students can take and requiring attendance at student success workshops, in an effort to create a change in academic success patterns before a student is dismissed. The Counseling Department has been collecting longitudinal evidence to evaluate the effectiveness of efforts with both undeclared and probationary students.

Transfer students are the third group targeted by Counseling and Advising. During the months of October and November, which coincide with the Fall application window for both the University of California and the California State University systems, an extensive outreach effort is made to heighten student awareness of transfer. Coordinated by the College's Transfer Specialist, workshops and activities are conducted by educational advisors, counselors, faculty, and university representatives on a variety of transfer issues, in an effort to raise the number of students who successfully complete the transfer process.

Mt. SAC has long been recognized for pioneering a support program for student athletes. With a firm belief that athletics and scholarship are not mutually exclusive, a counselor is allocated to coordinate an academic support program. The WIN Program monitors the academic progress of student athletes and provides them with tutorial assistance and access to a computer lab. College staff work closely with athletic coaches to ensure student athletes appropriately focus on academics.

Finally, counselors teach a number of courses that support students in the areas of career and life planning and strengthening student success skills as college students. Counseling is one of the many services that not only supports student learning, but also delivers it.

The Financial Aid Office supports student learning by providing financial access to classes and materials and reduces financial stress so that students can focus on studies. To make this service more accessible to the community, Financial Aid staff members schedule numerous off-campus presentations to potential students and their parents.

The Career Placement Department delivers student learning by teaching students job acquisition and budgeting skills that they can use throughout their lives, contributing to essential skills needed for success. Career Placement staff members provide this training all year through in-class presentations, workshops, and one-on-one appointments.

Career Placement also helps support student learning by connecting students to a wide variety of local employment opportunities. Many of the jobs located and listed by this department have flexible scheduling that make it possible to arrange work around the students' class schedules each semester. Internship opportunities are also available which parallel certain areas of study and provide hands-on application of learning in a real-world setting.

To identify specific employment outcomes and track graduate success, the Career Placement Department conducts annual surveys of recent Mt. SAC graduates who have earned Associate of Science Degrees and Career Certificates. Data gathered from these surveys provides important feedback to the instructional divisions, which may in turn, use the information in Program Reviews.

The Community & Non-Credit Education Division provides employment assistance to non-credit students through job search workshops, one-on-one advising, and job leads.

The job placement services provided by the College contribute to continuous workforce improvement, as stated in the College's Mission statement, by giving local employers an easy, no-cost source for recruiting qualified personnel to meet their staffing needs.

Disabled Student Programs & Services (DSP&S) provides the assistance and accommodations disabled students need in order to get the most from their college learning experiences. Depending on their need, students may receive transportation around the campus, sign language interpreters, in-class note takers, special testing accommodations, special computer technologies, printed materials in alternate formats such as Braille, special classes, and a host of other services.

Extended Opportunities Programs and Services (EOPS) provides a variety of special support services that help reduce hardships for academically and financially disadvantages individuals, enabling them to better focus on their studies. Services include additional counseling and educational planning assistance, peer advising, tutoring, financial aid, and childcare.

Health Services helps students maintain their physical and mental health so that they may focus on their studies. They also conduct health awareness events and provide information on health issues, which by themselves are student learning opportunities. Although these services exist for students enrolled in credit classes, non-credit students receive emergency first aid and health education services as well.

The Student Life office oversees many activities that teach students leadership skills, responsibility, appreciation for diversity, and personal development. Student Life is also responsible for addressing dishonest and disruptive behaviors *(See II.B.3.b.)*.

II.B.1. – Self Evaluation

Program Review is an effective means for monitoring the quality of Student Services programs and for setting new goals to improve services. Each of the programs is committed to student success and regularly looks for ways to improve services and the support of student learning. Faculty/staff in certain services such as Assessment and the Bridge Program can show data that links what they do to student success, while other programs' facilitators are in the process of seeking ways to measure the impact of their services on student learning. Student learning outcomes (SLOs) is relatively new to Mt. SAC, and the Student Services faculty/staff are preparing to create and assess their own outcomes.

Community & Non-Credit Education is the primary provider of services to non-credit students. They are in the process of adopting Program Review to replace their current SWOT Analysis exercise.

II.B.1. – Action Plan

- Student Services programs will continue to implement their unique approach to student learning outcomes.
- Community & Non-Credit Education will adopt a Program Review process for the evaluation and improvement of services to non-credit students.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

II.B.2. – Descriptive Summary

The current catalog (2003-04) contains precise, accurate, and current information on all but one of the required General Information components. Included as part of this section are the College's official name, address, telephone number, and web site address; Educational Mission; Course, Program and Degree Offerings; Academic Calendar and Program Length; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; and Names of Governing Board Members. The Academic Freedom Statement is not located in the 2003-04 catalog, but evidence of its adoption is found in 826.1 and 826.2 of Board Policies, as required by Title V (§51023), and it will be included in the 2004-05 catalog. In a section of the Faculty Contract, faculty members are informed of the Academic Freedom Statement *(Documents: Mt. San Antonio College 2003-04 Catalog; Board Policies, Sections 826.1 and 826.2; and Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*.

II.B.2.b. Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

II.B.2.b. – Descriptive Summary

Detailed information on Admissions, Student Fees and other Financial Obligations, and Degree, Certificates, and Graduation and Transfer is presented in the College catalog. More specific details are included in the schedule of classes, which is published three times a year. Course requirements are listed under each specific program for both certificates and degrees. Graduation and transfer requirements are clear and are provided as individual handouts in the Advising Center, in the schedule of classes, and the Orientation Guide. The information is reviewed meticulously on an annual basis, in concert with the articulation approval and review process.

II.B.2.c. Major Policies Affecting Students
- **Academic Regulations, including Academic**
- **Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

II.B.2.c. – Descriptive Summary

All components are addressed with sufficient information in language that should be understood by Mt. SAC students. Academic regulations, including academic honesty, nondiscrimination, grievance and complaint procedures, and the sexual harassment policy are found in the section, "College Policies and Notices." Information on acceptance of transfer credits and refund of fees is found in the Matriculation section.

II.B.2.d. Locations or publications where other policies may be found

II.B.2.d. – Descriptive Summary

The catalog contains comprehensive and current information and serves as a legal contract regarding policies for students. Detailed information on major policies, which include addressing grievance issues, enforcing student rights, and instructing students on initiating the process to rectify or enforce their rights, is provided. Each year, the catalog is reviewed for accuracy, legal requirements, and changes to policies, and procedures. The major policies are also addressed in the credit schedule of classes that is printed each term and is also accessible online. Board Policies are also published and kept in the President's Office for public access, distributed campus-wide, and appear in the College's web site. The Student Life Office maintains information related to the Student Discipline Policy, the Student Grievance Procedure, and the Student Bill of Rights. The Student Life Office also advises faculty and students on appropriate documentation procedures and due process rights and procedures.

Every department and program is provided with a reference copy of the catalog, and any faculty or staff member who uses the catalog regularly receives one. As a result of the College's partnership with high schools in the district, high school counselors and career center staff are provided with reference copies. As part of the matriculation process, new students are given a catalog during the mandatory orientation. The College's Webmaster ensures that the catalog is uploaded to the web site, and the public has the opportunity to view this from any location in which the Internet may be accessed. Students are provided with a direct link to the catalog when logging onto the student information site at my.mtsac.edu. The College's library maintains copies for review, and students may check out a catalog for a maximum of three weeks. The College's bookstore has an inventory of catalogs available for purchase.

II.B.2.d. – Self Evaluation

The College meets the Standard.

II.B.2.d. – Action Plan

- None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3. – Descriptive Summary

The College participates in a number of surveys and studies in an ongoing effort to understand its student population. Much of this research includes the identification of student learning support needs.

Mt. SAC continues to participate in the Cooperative Institutional Research Project (CIRP), which gives the College insight into the demographics, attitudes, and opinions of first year, full-time college students at Mt. SAC *(Document: Cooperative Institutional Research Program [CIRP] 2000 Survey Results)*. This data reveals areas where support is needed in order to give students their best chance of success *(See CIRP, II.A.1.a.)*. The findings of the CIRP are critical to assisting the College in understanding the learning support needs of its students. This information, in turn, assists the College in developing and refining appropriate services and programs to meets students' needs.

Student Services programs conduct annual Program Reviews; which include surveys to evaluate and measure student satisfaction with the program. Responses to these surveys help each department set program goals that will enable them to deliver better support to students *(See Program Review, II.B.4.)*.

In 2003, Mt. SAC participated in the Community College Survey of Student Engagement (CCSSE). The data contained in the CCSSE concerning student support services includes what percentage of the sample respondents used specific services and how they perceived the importance of each of those services *(Document: Community College Survey of Student Engagement)*. This survey contains a section concerning student use of support services. Student Services departments review this data and compare it to the findings from their own Program Review *(See CCSSE, II.A.1.a.)*.

During the Spring semester, graduating students are asked to fill out the Graduating Student Survey which queries students about their evaluation of the quality of services and their educational experiences. This data is helpful in the identification of student support needs and in the evaluation of services provided.

The College uses CPEC (California Postsecondary Education Commission) transfer data and the National Student Clearinghouse to study the transfer trends of Mt. SAC students *(Document: Transfers to UC and CSU by Ethnicity)*. This data is broken down by transfer rates for specific ethnic groups and assists the College in measuring its progress toward meeting specific transfer target goals for all students as well as specialized student populations.

The Student Equity Committee, an Academic Senate committee, has as one of its tasks, the identification of barriers to student success and proposed activities to overcome these barriers. The Student Equity Plan lists these barriers and pairs them with the activities that are being conducted, or will be conducted, to help minimize or eliminate the barriers.

Retention and success data for specific groups is available through the College's Research department *(Document: Mt. San Antonio College Retention and Success Spring 2003)*. The state-required Disproportionate Impact Study details the progress of basic skills students to ensure they continue to successfully complete the next higher course levels.

II.B.3. – Self Evaluation

The Program Review process in the Student Services Division ensures the continuous review of student support needs and the evaluation of existing services *(See II.B.4.)*. The 2002-03 Student Services Program Review Summary reports a number of improvements to services that were made. Lines at Admissions and Records have been reduced, as the result of a new telephone add process. The assessment/placement process has been improved through the development of better testing instruments. Off-campus student employment opportunities have increased through the implementation of an in-house job placement database system and increased job development activities. Counseling has fully implemented probation intervention, which requires counselor approval for enrollment, and has created an Online Orientation for students who cannot easily attend an orientation presentation on the campus. Counseling has also implemented intervention contacts and workshops for undecided students. DSP&S has produced a comprehensive, informative handbook of services for students, faculty, and staff.

The CCSSE Benchmark Comparison results show that Mt. SAC's student services are more effective than the average for all colleges. Student satisfaction with services is in the 70 percentile range or better for all but one service *(Document: Community College Survey of Student Engagement)*. Student satisfaction surveys completed during the most recent Program Review process generally showed even higher levels of satisfaction with services than the CCSSE.

CPEC transfer data shows that more students are transferring from Mt. SAC every year to the California State University and University of California systems. From the 1997-98 academic year to 2002-03, there has been a 53.3% increase in the number of Mt. SAC students transferring to the UC system and a 19.3%

increase in the number of Mt. SAC students transferring to the CSU system *(Document: Transfers to UC and CSU by Ethnicity)*. All of the student support services contributed to this increase, not the least of which were the Advising Department, through articulation and transfer services, and Counseling, EOPS, DSP&S, and the Bridge Program through their counseling services.

II.B.3. – Action Plan

- None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II.B.3.a. – Descriptive Summary

A comprehensive array of student support services is provided to meet the varied needs of Mt. SAC students. General services benefit all students (Admissions and Records, Assessment, Counseling and Advisement, Health Services, Student Life, Career Placement) and specialized support services benefit specific student populations in need of unique services (Financial Aid, DSP&S, EOPS, CARE/Re-entry, Bridge Programs, Veteran's).

Student Services offices are open from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to 4:30 p.m. on Friday. Saturday registration assistance, which includes Assessment, Counseling Orientations, Admissions, and Bursar, is also available on designated days.

Student Services is housed in two, main, adjacent buildings. Known as a "One Stop" integrated service center, the Student Services Center is a model for other community colleges as it provides greater student access through the centralization of services. This enables students to receive immediate, coordinated services in a student friendly and efficient manner.

Numerous departments and programs on campus work individually and together to provide access to prospective students. The High School Outreach office coordinates recruitment and assessment activities at the high school feeder sites and provides workshops on completing the college application. Identification of prospective student needs is elicited during the annual High School Principals' Breakfast and High School Counselors' Conference and Luncheon.

Individually, Student Services departments utilize various methods of service provision:

- The Financial Aid Office provides direct advisement assistance through individual appointments and specialized workshops. It works with the High School Outreach office to host an event in February to raise awareness about financial aid resources and ensure accurate completion of the Free Application for Federal Student Aid (FAFSA) among prospective students from the feeder high schools. Financial Aid staff members make presentations to community groups, at high schools, to students clubs, and in classes.
- EOPS and Re-Entry/CARE hosts information workshops and orientations to inform students about the program benefits and eligibility requirements. Outreach specialists within this department have established long-term contacts with community organizations that assist them in maintaining access to their target population. Counseling and advising appointments are held throughout the day and in the evening.
- Disabled Student Programs & Services (DSP&S) has an in-take process to identify eligible students for its program. Upon confirmation of eligibility, students meet with appropriate staff to discuss support needs, which may include enrollment in specialized classes, counseling, tutoring, interpreters, note takers, tram transportation, use of adaptive equipment, and other available services. In addition, its staff members coordinate an annual Transitions Seminar, which is designed to inform a target population among high school students about the Mt. SAC DSP&S.

In addition to EOPS and DSP&S, specialized orientation and counseling services are also provided. The academic counselor for student athletes meets with potential student athletes to explain major NCAA rules and academic participation requirements. International (F-1) students also participate in specialized orientation and counseling services.

The Bridge Program is designed to assist incoming students who are the most at risk academically. The intensive Summer Academy and yearly Freshman Experience provide unique delivery methods of both instruction and student services. An African-American Symposium was initiated to promote community discussion on issues of access, support on campus, and other related issues.

Through the Counseling Department, parents of newly enrolled students attend a Parent Orientation, where

they are informed about the demands of college and important College requirements and policies.

High school students who experience deficiency in or wish to advance in the completion of high school level courses may take advantage of the non-credit High School Referral program.

The Research & Institutional Effectiveness office has begun surveying students' satisfaction with the services available to them. The College participated in the Community College Survey of Student Engagement (CCSSE), where a little over a thousand students responded to questions addressing general student satisfaction, student engagement, and campus climate *(See CCSSE, II.A.1.a.)*. The outcomes of these surveys are intended to "celebrate successes" and to assess the need for an "intervention process" with an ensuing "formative evaluation" to ascertain the success of the interventions. Prior surveys indicated the students desired more places to sit on campus and a food court. Student-led efforts are working to address these concerns. Individual Student Services departments also conduct formal Program Reviews to assess the quality of services, measure usage and number of contacts over time, define departmental concerns, and decide what improvements can be made *(Document: Community College Survey of Student Engagement)*.

II.B.3.a. – Self Evaluation

The College employs multiple methods to assess student needs and incorporates various processes within and among departments. The evaluation of services takes different forms, and response to the feedback is addressed immediately or noted for future consideration. The current methods of evaluation are believed to elicit the necessary feedback. As the institution monitors the changing needs of prospective and current students, discussions should continue regarding increased awareness and enhanced coordination between departments, especially where there are natural relationships. Cross-evaluation of departmental Program Reviews and college-wide student satisfaction surveys would enable the institution to consider perceptions about the effectiveness of services and determine the significance of those perceptions.

II.B.3.a. – Action Plan

Student Services will:

- continue to define gaps in meeting the support needs of students and determine how they may be addressed.
- work with Research & Institutional Effectiveness to identify evaluation needs in order to strengthen the effectiveness measurement of existing services and determine the success rate of specific interventions.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II.B.3.b. – Descriptive Summary

The learning environment of any teaching institution is in a large part directly related to the people who work there — the employees are living examples of the values that the institution espouses. The Core Values of Mt. SAC reflect the character of its faculty, staff, and managers. When students become accustomed to College employees who value integrity, diversity, community building, positive spirit, life-long learning, and focus on student needs, they learn personal and civic responsibility and begin to grow intellectually, aesthetically, and personally.

The College has a variety of means by which it actively seeks to mold student character and create responsible attitudes. The Student Preparation and Success Council sponsored the Josephson Institute's "Character Counts" training — a four-hour program focusing on student development and character building. This training led to a "train the trainer" implementation model which serves as an intervention for students who are caught cheating or plagiarizing. The training is based upon the development of character in citizenship, responsibility, respect, and fairness. Of the 17 student discipline cases that have completed this training intervention to date, there has been only one known repeat offender *(Document: Character Counts)*.

Students who demonstrate aggressive behavior on the campus may be referred to Health Services for anger management counseling by the Director of Student Life or the Dean of Student Services. When deemed to be an appropriate course of action, this intervention seeks to help students change their behavior rather than remove them from the campus. Mt. SAC's Health Services Department has psychologists and licensed clinical social workers on staff who are able to help individuals identify and deal with the source of their anger without acting out inappropriately. If offending

students are offered and accept the option to receive counseling for their anger, they will be required to report back to the referring director/dean a number of times over the year to show evidence that they are keeping their counseling appointments, and that the sessions are helping. Students are able to meet with a counselor for six sessions, which is the annual limit for individual psychological counseling through Health Services. This alternative to suspending students can improve the learning environment for other students and teach the aggressors responsibility for their actions.

Another personal development activity for students is the Associated Students Leadership Institute. This is an annual, three-day event that connects students and college staff to learn about diversity, leadership, and governance, and develop good decision making skills. Most of the students in attendance are those involved in student government.

Service Learning at Mt. SAC has been growing over the past four years. Twenty-two faculty members are now involved in overseeing student participation in Service Learning activities *(See Service Learning, II.A.1.b.)*. Service Learning promotes social consciousness and community awareness while assisting students in connecting course work with real life experiences. This benefits the students and those who are the service recipients. Although it is currently limited by budgetary issues, the mission of the program is to make Service Learning available to any student who wishes to participate.

The Mountaineer newspaper, published by students in the Journalism program, was a fine example of the way a college program can promote responsibility and foster intellectual growth. Journalism students were expected to cover stories and write editorials while adhering to ethical standards within the profession. They had to make aesthetic judgments about photography, and they had to handle all aspects of production as well. The students rose to the task, winning numerous statewide awards for new photography, news stories, and investigative news. Unfortunately, current fiscal constraints have halted production, but the College hopes to address these issues and resurrect this wonderful opportunity for student growth.

Students enrolled in the Bridge Program's Summer Academy and Freshman Experience programs are immersed in a learning environment that fosters personal growth, civic responsibility, and the development of character. The Summer Academy includes several hours of community classes every week in which personal growth and responsibility are cultivated. Counselors responsible for teaching the Bridge counseling classes have been through the Character Counts training, and now provide this training to their students. Retreats for students are organized each year, and include outside activities intended to stimulate personal, aesthetic, and intellectual development.

Mt. SAC's athletic program is another means through which its students may develop personally and learn valuable lessons in individuality. The Mt. SAC Physical Education Department currently supports 21 men's and women's athletic teams, competing in the South Coast Conference and Mission Conference (football).

The athletic programs supported at Mt. SAC include:

- Swimming (men/women)
- Basketball (men/women)
- Cross Country (men/women)
- Track and Field (men/women)
- Golf (men/women)
- Water Polo (men/women)
- Soccer (men/women)
- Softball (women)
- Baseball (men)
- Tennis (men)
- Football (men)
- Volleyball (women)
- Pep Squad (coed)
- Wrestling (men)

Thirteen full-time and adjunct coaches command what is arguably the most acclaimed community college athletic program in the state. Each year approximately 520 student athletes compete for Mt. SAC in intercollegiate athletic competition. In order to receive priority registration, each student athlete is held to a standard of excellence above what is required by the Commission on Athletics (COA-governing body of California Community College Athletics). This includes a minimum 2.0 GPA, mandatory progress checks, and study hours in the WIN Program (Student Athletic Academic Assistance Program).

Stars of Excellence Awards are another example of the way in which the College supports students in their intellectual, aesthetic, and personal development. These awards are given to individuals or groups of students who are "attending competition or performance events for which they qualified through winning prior qualifying competitions." The College's financial assistance enables these individuals or groups from areas such as athletics and the performing arts to enjoy the gratification and growth that comes from the highest level of competition.

Disabled Student Programs & Services at Mt. SAC is one of the largest community college programs of its kind in the state. DSP&S provides a wide array of

accommodations that improve the learning environment for the College's disabled students. Students with disabilities receive a wide range of accommodations in regular classrooms, as well as specialized DSP&S classes, and an adaptive lab.

EOPS provides a supportive learning environment for the more than 1,000 students. Students in the EOPS program benefit from having their own academic and career counselors, tutoring services, and learning/study stations.

The Honors program offers advanced sections of transferable General Education courses to enhance the learning environment of those who demonstrate academic excellence. These courses provide an enriched curriculum, seminar-type classes, close interaction with Honors program faculty, and special projects and activities *(See Honors, II.A.1.b.)*.

Dialogue concerning the student learning environment occurs regularly among faculty and management within a variety of meeting groups—specifically the Curriculum and Instruction Council with its sub-committees (Educational Design and Educational Delivery), the Student Preparation and Success Council, the Learning Communities Task Force, and the Developmental Education Task Force. Recommendations and decisions made by these groups may be implemented in any of the programs previously mentioned, or elsewhere through the governance process.

The degree of the College's concern for the learning environment and effective teaching strategies is evidenced through Mt. SAC's sponsorship of several seminars and conferences in the past few years. Three such examples are David Langford's "Quality Learning" seminar, James Anderson's workshop on Learning Communities and Assessment, and Tom Angelo's "Best Practices in Developmental Education." Faculty members from other community colleges are invited to attend these events to take advantage of new ideas and practices and to share their own experiences.

The College evaluates its efforts in this area through Program Review, research, discussions in committees that include students as members, and dialogue between divisions.

Finally, recognizing the importance of the physical learning environment, the College aggressively campaigned for, and passed a $221 million Bond measure for the construction and upgrade of physical facilities. Over the next several years a number of new instructional and support facilities will be constructed or remodeled, including new Science Laboratories, a Business and Computer Technology building, teaching facilities for the Welding and Air Conditioning programs, a Language Center, and others. These facilities will provide up-to-date learning environments capable of supporting high tech equipment, increased connectivity needs, and a greater number of students *(See Physical Resources, III.B.)*.

II.B.3.b. – Self Evaluation

The College meets the Standard, but the student newspaper needs to be revived as it was a valuable option to complement students' courses of study and promote individual growth.

II.B.3.b. – Action Plan

- The Humanities & Social Sciences Division will explore alternative means of delivery for student publications.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

II.B.3.c. – Descriptive Summary

The Counseling Department serves all credit students and is staffed with 13 Counselors. There are two additional counselors who work within the EOPS department serving only EOPS students *(See EOPS, II.B.1.)*. Another three counselors work in DSP&S specifically with students who qualify for DSP&S services *(See DSP&S, II.B.1.)*. Additionally, one counselor works with non-credit ESL students. All of these individuals are qualified to assist students with choosing a major, determining a career focus, evaluating academic progress, and managing personal concerns. The counselor to student ratio within the Counseling Department (excluding EOPS, DSP&S and ESL counselors) is approximately 2153:1. The CCC Board of Governors recommends a counselor to student ratio of 370:1. The state average for all community colleges is 1918:1.

The Advising Center is staffed with five full-time Advisors who assist students with selecting courses for graduation, developing an educational plan, and providing transfer information and services.

Both services are evaluated primarily through Program Review, which is conducted within both departments annually *(See Student Services Program Review, II.B.4.)*. Input to the evaluation process comes from students, faculty, and staff, including input as to how services enhance student development and success. Further evaluation of the effectiveness of counseling services occurs when the department develops reports using the College's data services. The Dean of Counseling can now request reports that 1) relate student retention and success data to student appointments, 2) relate data concerning counseling services received to graduation/transfer data and earned certificates, 3) relate intervention counseling data to data about students who have overcome academic probation, and 4) provide data regarding students who have received career counseling through intervention and have then changed their 'undecided' status to a declared major *(See Counseling, II.B.1.)*.

Counselors are typically provided with an assortment of training opportunities both on and off campus, to upgrade their skills. Budget cuts are currently limiting the department's ability to sponsor the amount of training that has been available in the past, but opportunities still exist. For example, several counselors recently attended a full day of training for faculty and managers on the writing of student learning objectives by faculty visiting from Alverno College. In April of 2003, all Advising Center advisors attended a local seminar hosted by the University of California system on "Ensuring Transfer Success."

II.B.3.c. – Self Evaluation

Spring 2003 retention and success rates for Mt. SAC students are 85% and 68% respectively. Spring 2003 retention and success rates for students enrolled in counseling classes were 92% and 72% respectively *(Document: Mt. San Antonio College Retention and Success Spring 2003)*.

During Spring 2003, 3,023 intervention letters were sent to undecided students, requesting them to make an appointment to meet with a counselor. Of the 406 students who completed a Change of Major form that semester, 75% had met with a counselor the same semester and 25% had not *(Document: Counseling & Advising Department - Overview of Research)*.

Institutional research shows that Mt. SAC Counseling services are effective in helping students get out of academic probation status and back to making satisfactory progress *(Document: Counseling & Advising Department - Overview of Research)*.

The Counseling Department currently has access to a computerized educational planning system, however it is not Windows based. Numerous counselors do not use it because it's cumbersome and not user friendly. The Dean of Counseling is working with Information & Educational Technology (IET) to produce an easy to use, web-based system.

II.B.3.c. – Action Plan

- Counseling will continue efforts to hire more counselors.
- Counselors will develop and assess SLOs for those courses taught by Counseling faculty.
- Information & Educational Technology will work with Counseling to produce an easy-to-use web-based system to develop educational plans for students.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

II.B.3.d. – Descriptive Summary

The institution supports a number of campus-wide activities and student clubs that promote an appreciation of diversity. The Student Equity Committee, Associated Students, and a number of cultural clubs have co-sponsored events and activities which occur throughout the year, and in some cases, are held annually.

The following activities have been held on campus:

- Night Student Appreciation
- Hispanic Heritage Month
- Dia de Los Muertos
- Ramadan
- Kwanzaa
- Chinese New Year
- Black History Month Film Festival
- Step Show & Guest Speaker
- Cesar Chavez Week
- "A Multicultural Event/A Walk in My Shoes"
- Shades of All Colors
- Cinco de Mayo
- Disability Awareness Month

Associated Students sets aside funds to support relevant programs and events. Clubs are able to bid for available funding under two distinct categories: Cross Cultural

and Campus Activities. The Cross Cultural category is intended to fund lecturers, cultural fairs, activities, and hospitality, while the Campus Activities category is set up for the purpose of conferences, lectures, films, and special series.

Evaluations of these programs occur most often through observed participation in and attendance at the various events and activities coordinated by the student clubs. The presenters of "A Multicultural Event" in March 2002 completed an evaluation to measure its success. The Research & Institutional Effectiveness office has published statistics comparing Mt. SAC's student diversity to the community in which it serves, which shows the similarity of the campus' ethnic distribution to the larger community. The group has also ensured the College's participation in the Community College Survey of Student Engagement (CCSSE), which "examines different aspects of students' educational activities . . . [that] have been shown to be related to student success." Campus climate and a survey of the importance of student services comprised the major segments of this study. The Student Equity Committee also conducted a focus study to determine whether all students, regardless of ethnicity, have found support in the areas of access, ESL, basic skills, retention, degree/certificate completion, and transfer, including student perception. Leading the institution's efforts in addressing diversity, Student Equity has worked to compile a Student Equity Report, which will be submitted to the Chancellor's Office. The report includes stated goals and activities to overcome various "barriers," some of which revolve around diversity issues as they relate to ethnicity, gender, and disability (i.e., "Lack of understanding of unique needs of ethnic minority, language minority, single parents/re-entry, and disabled students"). Key departments charged to work on the various goals are being contacted regularly to determine the progress of the activities *(Documents: Community College Survey of Student Engagement and Student Equity Plan)*.

II.B.3.d. – Self Evaluation

The College actively supports student participation in organizations and activities that promote understanding and appreciation of its diverse population. Join-a-Club week is sponsored each semester to raise awareness among the general student population about active clubs and encourages new membership. Associated Students hosts an open house every semester to inform interested students about student government and student club involvement.

The activities are evaluated primarily through observation of student participation and direct feedback.

Student clubs actively promote diversity and cultural awareness through a series of events held throughout the year. There are different ways in which the activities are communicated across campus, but electronic announcements, posters, and flyers developed by the organizing student group serve as the primary forms of mass communication.

The College supports many activities that promote the understanding and appreciation of diversity. The Student Equity Committee's work in identifying and addressing diversity issues provides the direction for divisions and departments to create programs, establish processes, or rethink objectives that would directly support and enhance the College's core values. The Student Equity Report recognizes certain students' alienation from the College community and has identified a few key objectives to address the issue. In the "Campus Climate" survey, close to 50% of the respondents felt that the "College's efforts [significantly] emphasizes" the following statement: "Encouraged contact among students from different economic, social and racial or ethnic backgrounds."

II.B.3.d. – Action Plan

- The Equity & Diversity Task Force will submit its Equity Report to the President's Advisory Council, then to the Chancellor's Office.
- College departments and areas designated will implement the Student Equity Report's recommended actions.
- The Student Equity Committee will explore ways to better communicate activities and programs, related to diversity, to the campus and to the community.
- The Student Equity Committee will consult with Research to conduct further studies on diversity issues and the effectiveness of planned activities that seek to promote diversity and appreciation of cultures.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.B.3.e. – Descriptive Summary

Every two years, the Admissions & Records Office is evaluated during Program Review *(See Program Review,*

II.B.4.). Mt. SAC admits all non-international applicants who are high school graduates or at least 18 years of age. The College has a College Starter program for high school juniors and seniors and a Special Admit program for students enrolled in the 10th or earlier grades. College Starters, Special Admits, and international students may attend if they meet certain qualifications. At this time, there is no practice of denying admission based on the number of students enrolled; therefore, almost any person 18 years of age who lives in the United States will be admitted. The only exceptions would be those prohibited from attending because of disciplinary action or academic dismissal *(Document: Mt. San Antonio College 2003-04 Catalog)*.

The Assessment office administers placement tests for the appropriate placement of students into courses requiring specific levels of competency in Math, English, Reading, and Chemistry. This department also administers the Ability to Benefit test for financial aid applicants who do not have a high school diploma or GED. All testing instruments administered by the Assessment office have been approved by the California Community Colleges Chancellor's Office. The Director, Assessment & Matriculation has worked closely with Mt. SAC Math, English, Reading, and Chemistry faculty to ensure that testing instruments meet specific assessment standards prior to their approval by Mt. SAC's Assessment & Matriculation Committee and the Chancellor's Office *(Document: Request for Approval for the Use of a Writing Sample or Locally Constructed or Managed Test)*. Each testing instrument must be re-approved by the Chancellor's Office every six years; however, the Assessment office conducts periodic placement satisfaction surveys including input from both students and faculty. This assures that the placements made using specific tests are appropriate. If the results from these surveys show the consequential validity of a test to be weak, or if the faculty members indicate that a test is no longer valid for content, the Director, Assessment & Matriculation will work with the department to seek a solution through the development or acquisition of a new test.

During the development of testing instruments, the Director, Assessment & Matriculation works to ensure that test questions/prompts are free from cultural, linguistic, gender, and disability bias. "Disabled Student Programs & Services provides accommodations for incoming students with identified disabilities when they take placement tests to minimize the bias presented by common testing protocols. An example of this is providing students with disabilities extended time with whi8ch to take placement tests that have time limits." Once the Director has reviewed each test item and screened for apparent bias, he selects individuals of various ethnic backgrounds and both genders to read each question/prompt and provide him with feedback. If any student is offended by a question/prompt, or identifies words or situations that are alien to him or her because of his or her gender or cultural background, the question/prompt will be discarded. A representative of Disabled Student Programs & Services has also reviewed test items to determine possible bias against persons with disabilities. If the test instrument in question is a published test, it will be reviewed for bias in the same fashion if the publisher has not already done so.

The Director, Assessment & Matriculation, with assistance from Research & Institutional Effectiveness, periodically reviews the success rates of students who enroll in classes into which they were placed, to determine the effectiveness of the placement process. All current testing instruments and practices have delivered high levels of validity and reliability *(Document: Disproportionate Impact Study)*.

II.B.3.e. – Self Evaluation

The Admissions & Records office has been making improvements to the admissions process in conjunction with IET. This has been a slow process, but it is improving. Registration for classes was recently improved by allowing students with add slips to add classes over telephone registration, reducing the lines at the beginning of the semester. The Admissions office is working with IET to allow students to apply for admission online as well as to register for classes online.

The Assessment & Matriculation Committee, Director of Assessment & Matriculation, and faculty are working together to enhance the assessment process. The Assessment office collaborates with appropriate faculty in the effective development and validation of placement testing instruments.

II.B.3.e. – Action Plan

- The Director of Assessment & Matriculation will continue to monitor placement data to determine the effect of testing instruments on student success and disproportionate impact.

II.B.3.f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

II.B.3.f. – Descriptive Summary

The institution adheres to the California Community Colleges (CCC) Board of Governors' officially adopted policy (§54604), regarding maintenance and release of student records. It follows the explicit requirements set forth by the California Educational Code (§76220). Mt. SAC employs varying layers of security in the protection of data and restricting access to a need-to-know basis. The campus adheres to Family Educational Rights and Privacy Act (FERPA) regulations, which protect access to student information. These regulations are also identified in the College catalog, College Policies and Notices section. There are three levels (operating system, application level, and sub-application level) within the security system, maintained through IET, which protect student and personnel records. Each level is password protected and access to data is granted based on an employee's role (category of users who share the same security privileges) with the College. Students utilize PIN numbers to ensure confidentiality when they access class enrollment or grade information through the web, campus student information kiosks, or via telephone registration. Students who forget their PIN numbers may only retrieve the information in person, with valid identification, at the Admissions and Records office. The College also employs a network of firewalls to block unauthorized access, protecting access to the data from campus hacker attacks.

II.B.3.f. – Self Evaluation

A new system assigning each student a unique student identification number (rather than using the student's Social Security Number) has been implemented. This enables the student to have greater confidentiality of his/her records and discontinues the use of the SSN. This change is in compliance with state and federal laws.

The College follows federal regulations and the California Community Colleges (CCC) Board of Governors' officially adopted policy regarding the maintenance and release of student information. Policies are also referenced in the College's catalog in the College Policies and Notices section. The "openness" of the Student Services Center (i.e., unobstructed flow between and through offices), noted by the Student Services team, poses a concern over security despite measures taken by individual departments to secure student information. As a result, Student Services is working with architects to improve the security of office space.

II.B.3.f. – Action Plan

- Student Services will continue to review procedures to ensure that student records are securely and confidentially maintained.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.4. – Descriptive Summary

Program Review is the process used for the examination and evaluation of Student Services programs on a regular basis. All support services within the Student Services Division go through a complete Program Review every year. Phase 1 of Program Review occurs in the first year of the Program Review cycle and focuses on research and data collection. Phase 2 occurs in the second year and focuses on analysis and interpretation of the data. Program Review deals with several aspects of each program, all of which are included in a final report at the end of Phase 2 (there is a partial report submitted at the end of Phase 1).

Aspects of every Student Services Program Review include:

- A progress report on the status of current goals and a statement of new goals for the upcoming year.
- A plan for achieving the new goals.
- A review of the Mission and Vision statements for the department.
- Results of the satisfaction surveys administered by the department for Program Review. Those groups who are surveyed include students who use the service, employees of the department, faculty and staff from outside of the department, and other stakeholders if there are any.
- A five-year analysis of staffing for the department.
- A five-year analysis of student usage trends.

- An evaluation of services based on an analysis of the data gathered from the satisfaction surveys, concerning:
  1) Overall effectiveness of the department
  2) Trends driving changes that impact the department
  3) Changes in procedures, processes, policies, and services to consider.
- A Budget Analysis including a three-year funding history for the department.
- Outcomes measurements for each of the services offered by the department.
- A Need/Gap Analysis and Action Plan identifying departmental needs (what the department needs to be able to do, but cannot for whatever reason). The creation of a strategy to deal with that need.
- An Area Needs Review, which itemizes budgetary needs for additional staff, technology, supplies, and other resources that are not included in the department's current annual budget. These would typically be those items that have been identified as needs from the Program Goals and the Need/Gap Analysis and Action Plan.

Some programs, such as EOPS and DSP&S, undergo an additional Program Review conducted by the state, through site visits that take place prior to the Accreditation Team's visit to the College. Currently, budget cuts at the Chancellor's Office have interfered with regular site visits and interim evaluation procedures are being developed. The Chancellor's Office expects that regular site visits will resume in 2005-06.

Findings that come out of the Program Review are used to measure progress toward the achievement of established departmental goals, identify student needs, establish solutions to challenges identified in the Need/Gap analysis, redefine the department's mission or vision, if needed, and to set new departmental goals.

The College has just begun to assess how services contribute to the achievement of student learning outcomes (SLO). This is primarily because many of the instruction programs are just beginning to focus on SLOs. Prior to the consideration of student learning outcomes, a few Student Services programs, like the Bridge Summer Academy *(See II.B.1.)*, have been able to show a correlation between their programs and student success rates (pass with a C or better), retention rates, and persistence rates. For instance, the Summer Academy program had an overall success rate, combining English and Math, of 79% in 2002 and 85% in 2001 *(Document: Bridge Program-Summer Academy 02-Summary Report)*. Both Summer Academy and Freshman Experience students have substantially higher success rates in certain Math and English courses than the aggregate success rates for all Mt. SAC students in the same courses *(See Chart, II.A.1.b.) (Document: Bridge and Math Academy Success)*. As student learning outcomes are defined institutionally, Student Services will create SLOs and work with the Research department to assess them.

When services are evaluated, program strengths and weaknesses are clarified and student needs are identified. Each Student Services program strives to utilize the findings of Program Review to improve the services it provides for students by including the improvements in its program goals (provided the resources necessary are available). DSP&S had their last site visitation from the state in 1998. In the findings report, the visitation team cited concerns about the Center's filing system and inadequate staffing in the High Tech Center (HTC). In response to these findings, DSP&S overhauled its filing system, resulting in a system that is now used by the Chancellor's Office as an example for other DSP&S programs *(Documents: Disabled Student Programs & Services Program Review Update and Interview - Director, Disabled Student Programs & Services)*. To better coordinate HTC coverage, the HTC faculty and staff now meet each month to create a coverage schedule for the following month to make sure there is a faculty member present and technical assistance at all times.

In response to student requests, Counseling and Advising created an interactive online orientation and changed the format of orientation workshops.

When students indicated that they wanted more job referrals from each visit to Career Placement Services, the department developed a more efficient method of referring students to job opportunities, making it possible to give students more referrals without needing more time and staff to do so.

Two student information stations and a Registration Assistance Center (RAC) are available the first week of Fall/Spring semesters in response to students' need for a less stressful introduction to the College. The information stations are staffed with College employees and stocked with informational handouts and campus maps for directions to classrooms. The stations are set up to the side of heavily traveled campus walkways, where they will be seen by the most students. The RAC is set up in the Student Services Center and staffed with several attendants and computers to make finding open

class sections easier for students during the first week.

Support services specifically for non-credit students have not been evaluated the same way that programs in the Student Services Division are. The Community & Non-Credit Education Division conducts an annual SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) of its programs and creates a Business Plan for the Division, which includes goals for the programs, a budget analysis, and highlights of accomplishments. Student needs surveys, campus surveys, and stakeholder surveys are not routinely conducted for all non-credit student support programs.

II.B.4. – Self Evaluation

The Program Review format used for all Student Services Division departments is thorough and effective. The Division has seen numerous improvements throughout its programs in the last two years, and more goals for improvement have been set. Even the Program Review process itself is evaluated regularly by Student Services managers and improved upon as necessary.

The Program Review model for the Student Services Division is not identical to Program Review models for the other College divisions. The Student Services model has evolved to best accommodate the needs of the Division. The fact that the campus uses different models for Program Review is something to consider, though the current model for Student Services appears to work well.

Due to various conferences and training opportunities, student support services personnel are aware of student learning outcomes and are ready to integrate them into the Program Review process. The College's divisions will need to cooperate/collaborate with each other in order to support students in their achievement of learning outcomes.

II.B.4. – Action Plan

- The Program Review Committee, in conjunction with SLOs Implementation Team, will examine the Program Review process to see if a model can be developed that will accommodate the needs of all areas and integrate SLOs more effectively.
- SLOs Implementation Team will begin the four-year plan for institutionalizing SLOs.
- Student Services will continue to refine its unique SLOs.

II.C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

II.C.1., II.C.1.a. – Descriptive Summary

Library

The Mt. SAC Library's goal is to provide "a working, usable collection that supports the college curriculum" *(Document: Library Acquisitions Policy)*. The Library provides a variety of resources that serve students, faculty, and staff who are working on and off campus. The collection consists of over 81,000 volumes, 430 periodical subscriptions, and 4,500 audiovisual items. Electronic resources are also of growing importance. The Library subscribes to 21 full-text databases, such as EBSCOhost MasterFILE Premier, InfoTrac Expanded Academic ASAP, and netLibrary eBooks. These databases provide access to over 14,000 full-text periodical articles, electronic books, as well as primary source materials, and audio-visual clips *(Document: NCES Academic Libraries Survey, 2002)*.

Librarians are responsible for selecting material and maintaining the collection, with final acquisitions decisions being made by the Dean of Library & Learning Resources *(Document: Library Acquisitions*

Policy). Librarians select materials based on standard review sources, with subscriptions to full-text periodical databases being made upon recommendations from library consortia. Additionally, the Library staff invites faculty members to recommend material. The Dean of Library & Learning Resources must sign off on the creation of new programs to ensure that the collection can support the new curriculum *(Document: Application for Approval – New Occupational Program)*. The Dean dialogues as needed with representatives of programs accredited by external agencies; informal meetings occur to ensure library holdings meet accreditation requirements. VTEA grants help with the purchase of print and online materials, so a librarian participates in VTEA meetings *(Documents: VTEA Year End Report for 2001-2002 Funding and VTEA Highlights Library 2002-2003)*. Finally, librarians are faculty members who regularly participate in campus organizations, such as the Academic Senate. With this participation, librarians find opportunities to network with colleagues and receive feedback on collection development issues.

Until it can develop and apply student learning outcomes, library staff relies on statistics to evaluate the collection *(Document: Learning Resources Program Review 2002)*. Sirsi Unicorn, the library management system that facilitates acquisitions and circulation functions, collects statistics on the quantity, variety, and use of the collection. Sirsi reports generated in December 2003 indicate that the book collection is dated. Most areas show an average date of publication in the 1970s, except "000 Generalities," where general encyclopedias and computer science materials are classified, which has an average publication date of 1992 *(Document: Report Log for Average Year of Publication Analysis)*. Usage statistics show book circulation is increasing; usage increased from 45,961 circulated volumes in the 1998-99 academic year to 74,106 circulated volumes in 2000-01. In-house use of periodicals decreased from 17,146 to 13,816 uses in that same period. This decrease is related to the increase in full-text periodical database subscriptions. The library's subscriptions increased from 13 to 18 databases, with over 65,000 database logins counted in 2000-01 *(Documents: Learning Resources Program Review 2001 and 2002)*. Such figures guide collection development activities like a periodicals cancellation project that resulted in the canceling of 146 little-used periodicals *(Document: Memorandum Re: Periodicals Cancellations)*.

As part of Program Review, the Library and Media Services departments surveyed students and faculty in 2000-01. 88% of faculty respondents were aware that they could use the full-text databases from home; however, fewer than 35% actually made use of this service. More than 60% of student respondents considered the library catalog (Sirsi WebCat) and full-text databases easy to use. Over 86% of faculty and 88% of student respondents felt Media Services had appropriate materials to support their research *(Documents: Learning Resources Program Review 2001 and 2002)*.

Learning Support Services

Mt. SAC's learning support services have maintained the facilities and materials needed to support student learning and have enhanced the achievement of the mission of this institution to provide accessible quality learning opportunities in response to the needs and interests of individuals and organizations.

The Mt. SAC Learning Assistance Center (LAC) offers a quiet, monitored testing area as a part of their support for student and faculty. Faculty members are able to leave make-up testing for students who may have difficulty taking a test at a specified time. Distance Learning faculty also use the LAC make-up testing area for their students to take the tests needed for online classes.

The quantity and quality of equipment and technological resources in the learning support services at Mt. SAC are sufficient to meet students' needs. There are many variations of learning support services across campus such as open labs, discipline specific labs, computer classrooms, a faculty/staff lab, and mobile labs. For example, the Learning Assistance Center (LAC) and Tutorial Services offer students a maintained area of 20 round tables and 55 carrels for studying in a quiet, clean environment. The Learning Lab, which is an open lab for all Mt. SAC students as well as other college students, has 102 PCs, 48 Macs, three HP LaserJet 8100DN, and two Cannon Conscon 900F scanners.

The Mt. SAC Learning Lab has sufficient depth and variety of materials needed to meet the learning needs of its students. In the most recent survey, 44.8% of students ranked Lab materials "great or good" and 20.1% ranked them "okay." In 2002, the LAC surveyed students' who attended computer software workshops taught in the Learning Lab. The survey showed the positive effect of these workshops for student learning. 94.4% of participants gave a rating of "excellent" when asked how clear the presentation was. 88.9% gave a rating of "excellent" when asked how useful the workshop was.

Further surveys conducted by LAC Writing Lab reflect consistent student learning in the statistics gathered (43% of 394 LERN 81 students qualified for ENG 67, 68 or 1A classes, and 82.3% of 543 LERN 86 students qualified for MATH 50 or MATH 51 Spring 2003) based on the student's AWE placement after taking those LERN 81 and 86 classes.

While the success of Tutorial Services in the LAC in supporting student learning has not been as significant, a recent assessment of outcomes for the program has led to the determination that tutoring needs to occur in the classrooms rather than at a centralized location *(See Early Implementers, II.A.) (Documents: Special Programs Reports Mt. San Antonio College, Tutorial Services 2000-01, 2001-02, and 2002-03).*

II.C.1., II.C.1.a. – Self Evaluation

Library

The Mt. SAC Library meets its goal of providing a working, usable collection that supports the college curriculum. Because all librarians work on the Information Desk and most teach library orientations, they are aware of common faculty assignments and thus select materials based on student and course need. Faculty is given every opportunity to recommend materials for the collection, and as with any college setting, some faculty members take this opportunity while others do not. The Library should address the currency of the collection by conducting a more thorough analysis of the collection to determine where selection efforts should be focused and where weeding can occur.

As mentioned above, statistics show increasing use of books and full-text periodicals. However, usage statistics do not show whether an item was helpful to a student's research. They do not show what, if anything, a student has actually learned. Library staff needs to investigate applying student learning outcomes to library services.

Learning Support Services

While there is evidence that students using the Learning Lab for software workshops are meeting learning outcomes, there is little evidence to support the impact LAC services have on the whole LAC student population.

A comprehensive survey of technology available through the other Mt. SAC learning support services on campus is being assembled and will be distributed to all Division Deans and Department Chairs. The purpose of the survey is to determine what other learning support services labs are available, how these labs serve the campus, what their processes for development and maintenance are, and how these labs plan for their future. The LAC learning support services may then use this data to make any needed changes for the future.

Tutorial Services will be altered to reflect the findings of the assessment of student learning outcomes with the training of more supplemental instructors for the classrooms.

II.C.1., II.C.1.a. – Action Plan

The Library will:

- analyze the collection to determine its currency, and once determined, will address enhancing and weeding the deficient parts of the collection.
- develop student learning outcomes and assessment tools that measure students' ability to access and apply information from the collection.

The Learning Support Services will:

- distribute the technology survey and make needed changes.
- expand the Supplemental Instruction program.

II.C.1.b.The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

II.C.1.b. – Descriptive Summary

Library

The library staff provide reference and research assistance to students, faculty, and staff. While they do provide answers, they prefer to teach the use of the tool. Most often they teach the use of the library catalog, full-text databases, and Internet resources, including proper search techniques and evaluation of sources *(Documents: Reference Desk Service Policy; Library Orientation PowerPoint Presentation; and Using the Library Exercise).* The teaching of research methods and tools complement what is taught in English 1A and Speech 1A, two courses that require research projects. In these courses, students write and/or present reports with five or more documented sources *(Documents: Proposed Course Outline, ENGL 1A and SPCH 1A; Interview - English Professor; and Interview - Communications*

Professor). The Library staff uses many methods to teach research skills. The strength of the program lies in the increasing number of library orientation sessions that are given each year. During the 1999-00 school year, 253 orientations were scheduled, 271 in 2000-01, and 355 in 2001-02 *(Documents: Learning Resources Program Review 2001 and 2002)*. Most orientations are requested for English courses; however, they are provided for any course. The lectures occur primarily in the Library's meeting room, but there are also a few hands-on sessions in the Learning Lab.

In the Fall 2001 semester, the Library began offering LIBR 1, Information Resources and Research Methods, a three-unit course that is UC and CSU transferable. LIBR 1 students learn research skills, find and evaluate print and electronic sources, explore citation styles, and discuss information ethics *(Documents: Mt. San Antonio College 2003-04 Catalog and Information Resources and Research Methods Fall 2002 Syllabus)*. Enrollment has been limited, so the Bibliographic Instruction Librarian has taught just one section per semester. The Library & Learning Resources Division suspended this course as of the Fall 2003 semester due to budget cuts. It should also be noted that the library plans to split LIBR 1 into three one-unit classes, but has yet to start the curriculum approval process *(Document: Learning Resources Program Review 2002)*.

The Library employs additional methods of teaching information competency. The Library has created a 12-page library guide that includes library services and finding books, articles, and web sites. A research tutorial, posted on the library web site, helps students develop topics before using online tools. Finally, the Information Desk is staffed with one librarian and two technicians; there is telephone reference service, and questions are answered via email.

Assessment of effectiveness is minimal at this time. As mentioned in II.C.1.a., the Library surveyed students and faculty in 2000-01 as part of Program Review. 96% of faculty respondents had booked library orientations, and this same percentage found the librarians to be knowledgeable and the orientations to be helpful to students. 81% of student respondents considered library staff helpful, and 64% reported that a brief training session on library resources would be helpful *(Document: Learning Resources Program Review 2001)*.

Other assessment also occurs. For example, the Bibliographic Instruction Librarian assesses the performance of LIBR 1 students with an annotated bibliography, and students assessed the librarian's performance by completing an evaluation form *(Documents: Annotated Bibliography Grading Sheet and Information Resources and Research Methods Fall 2002 Extra Credit Evaluation)*. Finally, as part of the reference interview and as time permits, librarians and technicians are expected to check back with users to determine if their needs were met or further assistance is required *(Document: Reference Desk Service Policy)*.

Learning Support Services

The LAC Learning Lab offers ongoing instruction to students in computer workshops (i.e., PowerPoint, Excel, Word, etc.). There are forms available for one-on-one or class instruction with a 24-hour confirmation period. There are course and/or workshop outlines and materials used in these workshops including identified student learning outcomes. The most recent workshop surveys of students show how well the students' expectations have been met *(See Learning Labs, II.C.1.a.)*.

II.C.1.b. – Self Evaluation

Library

The Spring 2003 Community College Survey of Student Engagement (CCSSE), which was distributed to 93 colleges nationwide, asked students about their use of computing and information technology. While the Library was not singled out particularly, 55% of the respondents felt "strongly that the College has assisted them in their use of computing and information technology resources" *(Document: Knowledge, Skills, and Personal Development)*.

Given an increased number of Information Desk transactions and library orientation bookings, the Library believes it is satisfying campus research needs, and the high number of respondents who said the library staff and services are helpful supports this belief. However, decreased funding for hourly staff has limited services. In an effort to continue staffing the Information Desk all hours the library is open, librarians teach a maximum of 12 orientations per week during the day time, and there are no longer multiple orientations booked during the same time slot.

The LIBR 1 course was an excellent means through which students could gain information competency, and modifying it into three one-unit courses might encourage its viability in the future.

The Library provides many learning opportunities – face-to-face instruction in classes or at the Reference

desk, a web-based tutorial, and print copies of the library exercise and handouts. However, without student learning outcomes, library faculty and staff do not know how they help students learn. They have acknowledged they must begin the process of assessing student learning through creation of outcomes.

Learning Support Services

The College meets the Standard.

II.C.1.b. – Action Plan

Library:

- The Library will begin creating student learning outcomes that measure the effectiveness of processes like orientations and the library exercise.
- When the budget permits, the Library & Learning Resources will offer the LIBR 1 class in a new format. The Library will promote the course with English and Speech classes in an effort to increase enrollment. It will also investigate whether the Assessment Center would recommend the course to students who complete placement tests with an English 68 or above eligibility.

Learning Support Services:

- None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.[1]

II.C.1.c. – Descriptive Summary

Library

The Library and Media Services offer extensive hours during the week:

Library –
Mon. - Thurs. 7:30 a.m. - 9:30 p.m.
Fri. 7:30 a.m. - 4:30 p.m.

Media Services –
Mon. - Thurs. 7:30 a.m. - 7:00 p.m.
Fri. 7:30 a.m. - 4:30 p.m.

The Library is well staffed with one administrator, four librarians, 13 technicians, and one administrative secretary among the full-time staff. Hourly and part-time staff consists of three librarians, 8 technicians, and several student assistants. Staffing priority is given to filling the Circulation and Information desks, with secondary attention given to the Periodicals and Reserves desks. The Media Services desk is always staffed during its open periods, and information technicians fill in at all desks as needed.

Students have access to library resources, even when the building is closed. By using an EZProxy server, the Library provides remote access to its resources 24-hours a day, seven-days a week. Not only can students use the library catalog to find bibliographic records for books, periodicals, and audiovisual items, they can also access the full-text of some 2,600 electronic books through the catalog. The Library also plans to add links to electronic journals to the catalog. The library's 20 full-text databases give students access to thousands of articles, book chapters, images, and primary source documents. Finally, the Library maintains the Library Web Guide, where librarians have evaluated and listed web sites that support students' research.

Learning Support Services

Mt. SAC provides learning support services to students and personnel responsible for student learning programs and services. One learning support service in particular, the Learning Assistance Center, is available for students and faculty Monday through Thursday 7:30 a.m. - 10:00 p.m., Friday 7:30 a.m. - 4:00 p.m. and Saturday 10:00 a.m. - 2:00 p.m. The LAC is not well staffed in relation to the number of hours and days open and the number of students served. There are two classified personnel who work at the front counter, and there are only two classified staff members who work in the Skills Lab, where all LERN 81, 48 and 49 and READ 70 and 80 students must complete their lab hours. There is only one classified staff member in the Learning Lab, which does not adequately serve the students in the area. Information gathered under suggestions and comments from the Skills Lab Student User survey reiterates the need for more personnel *(Document: Learning Assistance Center Program Review 2002)*.

II.C.1.c. – Self Evaluation

Library

The Library provides a variety of online resources that students, faculty, and staff can access anytime and anywhere they do their work. EZProxy software makes access to these resources easy, as students simply enter

an ID and PIN, and this service is advertised in the form of handouts at public service desks and announcements in each orientation.

Although students can access much of the Library from home, some students are unable to get to the Library and Media Services during regular hours, which means they cannot check out books or audiovisual materials. Use of Media Services, for example, is limited to students who can get to the office before 7:00 p.m. Weekend students lose access to many library services, including reference transactions and library orientations. Reference desk statistics show the librarian took between 30 and 50 in-person queries per Saturday, so this loss should not be taken lightly. When the campus budget permits, the Library should reinstate its Saturday hours *(Document: Reference Desk Statistics, January - May 2003)*.

Learning Support Services

Due to budget constraints, the Learning Assistance Center (LAC) and Learning Lab had to cut hours of operation and hourly personnel needed to run the extended hours. The Learning Assistance Center was open Monday through Thursday 7:30 a.m. - midnight, Friday 7:30 a.m. -6:00 p.m., Saturday 10:00 a.m. - 6:00 p.m., and Sunday 1:00 p.m. - 6:00 p.m. The LAC never formally surveyed students about these cuts; 19 more hours than it is currently open. Nevertheless, LAC Learning Lab staff members continue to be asked when the extended hours may begin again.

II.C.1.c. – Action Plan

The Library will:

- re-instate Saturday hours when the campus budget permits.
- continue requesting an additional librarian position
- during the Faculty Prioritization Committee process.

The Learning Support Services will:

- provide extended hours when budget permits.
- continue to request additional employees.
- survey students regarding the cuts in the Learning Assistance Center hours.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

II.C.1.d. – Descriptive Summary

Library

The Library provides adequate maintenance of its materials. Staff members ensure the quality of books and materials by participating in the updating, weeding, and preservation of the collection. Computer equipment and software is installed and maintained by the Systems Librarian, Learning Resources Computer Technician, and a Network Administrator. When needed, Learning Lab technicians provide additional technical support to the Library. Media Services technicians maintain the audiovisual equipment that is held in the Library and across campus.

Where it once consisted of two separate wings divided by a long hallway, the Library is now a single facility after the 1999 renovation of the Learning Technology Center (LTC). The self-contained facility, a 3M Detection System, and an Optex Morse security system keep materials safe within the building. While it is easy to monitor audiovisual equipment and materials that are housed in Media Services, it is challenging to track equipment held in campus classrooms and offices *(Document: Interview - Media Services Coordinator)*.

The Library's budget fluctuates each year, but it has increased from $1,438,949 in 1998-99 to $1,793,430 in 2001-02. Within the general budget is a small amount to cover computer and audiovisual equipment; the Library and Media Services had just $26,251 in 2001-02 to purchase new equipment *(Documents: Learning Resources Program Review 2001 and 2002)*. There has been a slight decline in book purchases in the past few years. In 1999-00 3,081 books were added to the collection, but only 2,744 books were added in 2001-02. It must be noted; however, that the amount spent on full-text databases increased from $50,000 to $75,000 in that same period *(Document: NCES Academic Libraries Survey, 2002)*. Finally, computer equipment comes to the Library as it is phased out of the Learning Lab. The Lab strives for a three-year replacement cycle, with one-third of machines being replaced each year. As they are replaced, the removed computers are rotated into LTC classrooms, the Library, and LTC offices *(Document: Proposed Replacement Cycle for Computers in Learning Resources)*.

Learning Support Services

Mt. SAC provides effective maintenance and security for its learning support services. Using the Learning Assistance Center support service area, there is a

Network Administrator and two Computer Facilities Supervisors accessible for any problems or complaints in the Learning Lab and throughout the building. There are 13 computer technicians ready to address any technical problems that may occur daily in the Learning Lab. The hourly personnel handle the security of the Learning Assistance Center and the Learning Lab. After hours, Campus Security and Custodial Services handle the security and maintenance of the building.

II.C.1.d. – Self Evaluation

Library

Day-to-day maintenance of materials and equipment is satisfactory. Books and periodicals are kept in good condition and are replaced or discarded as needed. As indicated in II.C.1.a., the Library needs to address the currency of the collection, as the collection has an average publication date of the 1970s. Computer equipment and software are kept functional, and when problems arise, there are ample systems personnel to quickly restore function.

There is some concern about the security of audiovisual equipment that is used across campus because Media Services must rely on a number of faculty and staff to care for its equipment. Theft has occurred when classrooms are left unlocked; stolen materials range from inexpensive carts to costly data presentation projectors. The extent of the losses is not known at this time, but the department will account for its equipment with a June 2004 inventory.

Funding for materials and equipment is adequate. At $92 per FTES, Mt. SAC compares favorably to benchmark colleges *(Document: Learning Resources Program Review 2001)*. There is no ongoing funding for the replacement of computer hardware. Equipment will become obsolete without a permanent replacement schedule. Systems personnel keep machinery functional by using a small repair budget and old equipment and parts on hand, but new computers must also be bought. For example, technicians cannot upgrade the Microsoft Office and O/S in three Mac classrooms because the current machines cannot handle the new software. The level of service provided to students may decline if the library and labs cannot provide the latest technology *(Document: Interview - Computer Facilities Supervisor, Learning Resources)*.

Learning Support Services

The College meets the Standard.

II.C.1.d. – Action Plan

The Library will:

- conduct an inventory of Media Services' equipment that is housed across campus. In this process, the library will barcode each item and add it to the Sirsi system, which will facilitate better tracking of its equipment.
- investigate making computer replacement a permanent, ongoing budget item.

Learning Support Services:

- None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

II.C.1.e. – Descriptive Summary

Library

The Library participates in several agreements. Technology and Telecommunications Infrastructure Program (TTIP) and Vocational and Technical Education Act (VTEA) funds assist in the purchase of books and subscriptions to full-text databases. Many of these databases are purchased through the Community College Library Consortium (CCLC), a program which facilitates cooperative buying. Not only does the Library get discounts on databases, but it also gets products that have been reviewed by the Electronic Access & Resources Committee (CCL-EAR). The databases provide usage statistics, which show that they are very well used; for example, over 65,000 logins were counted in 2000-01 *(Document: Learning Resources Program Review 2001)*.

The Library's participation in the Inland Empire Academic Library Cooperative (IEALC) provides reciprocal borrowing privileges to students. Libraries from 20 community colleges, universities, and private colleges participate in this cooperative. In 2002-03, 575 IEALC cards were issued to Mt. SAC students *(Document: Circulation Statistics, July 2002 - June 2003)*.

Faculty and staff cannot participate in the IEALC system, so the Library will process interlibrary loan requests for them. Approximately 30 loans were processed in 2001-02 *(Document: NCES Academic Libraries Survey, 2002)*.

Technical services are assisted by the library's agreements with Sirsi and the Online Computer Library Center (OCLC). Among other functions, Sirsi Unicorn facilitates acquisitions, booking, cataloging, and circulation functions, and it allows staff to collect statistics; Sirsi WebCat allows students to find materials, renew books, and place holds on books. The Library is a member of OCLC to obtain bibliographic and authority records, which are added to Sirsi. The Systems Librarian upgrades Sirsi annually and OCLC as needed, communicates changes to library staff members, and obtains technical support from both vendors when needed.

Learning Support Services

Some of the Learning Assistance Center's equipment, such as computers, printers, and scanners, may still be under warranty as there was an upgrade of computers in the Learning Lab this year. The Learning Lab is in the fourth round of a three-year replacement cycle, and there is no replacement budget for 2003-04.

II.C.1.e. – Self Evaluation

Library

Collaborative arrangements contribute to successful library functions. They facilitate purchases, ease the staff's daily work load, and allow the Library to monitor the services it provides. It is expected that the Library will continue its connections with CCLC, IEALC, Sirsi, and OCLC, and the Library will also continue to seek TTIP and VTEA funds as a supplement to its ongoing budget.

Learning Support Services

Learning Assistance Center student support services takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement. Despite the lack of budget, students remain well served. At this time, the lab still has replacement parts in stock, and technicians can make these repairs. Service will eventually decline if new machinery cannot be purchased.

II.C.1.e. – Action Plan

Library:

- The Library meets the Standard.

Learning Support Services:

- The Learning Assistance Center learning support services must secure permanent, ongoing funds to support the services needed to sustain the Learning Lab.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2. – Descriptive Summary

Library

Like much of the campus, the Library uses Program Review to evaluate its services and set goals. Goals typically include implementing or maintaining Sirsi modules, developing marketing and instruction plans, and investigating the need for new positions *(Documents: Learning Resources Program Review 2001 and 2002)*. During the 2001 Program Review, the Library and Media Services also surveyed students and faculty on their awareness and use of various services *(See II.C.1.a.)*. In addition to Program Review, the Library collects and monitors statistics on orientations scheduled, books circulated, and periodicals and databases used *(See II.C.1.a.)*. The Library & Learning Resources Division has acknowledged that it is not yet using student learning outcomes, but it is looking into how to apply them to support areas *(Document: Learning Resources Program Review 2002)*.

Learning Support Services

The Learning Lab in the Learning Assistance Center is evaluated to assure adequacy in meeting identified student needs through the use of student evaluations and faculty evaluations *(See II.C.) (Document: Learning Assistance Center Program Review 2002)*. The evaluations do not address its contribution to the achievement of student learning outcomes. However, Tutorial Services in the Learning Assistance Center has addressed the quality of their services in terms of student learning outcomes, and they have begun making changes to

improve the quality of their program *(Documents: Student Learning Outcomes Assessment Writing Tutoring Program Pilot Study, Fall 2002 and Spring 2003)*.

II.C.2. – Self Evaluation

Library

The Library and Media Services have not set student learning outcomes; however, librarians have attended workshops on this process, including the September 26, 2003, "Making Connections: Using Student Learning Outcomes to ensure Student Success," the October 10, 2003, "Learning Outcomes Retreat," and the January 9, 2004, Professional Development Day, whose theme was "Student Learning Outcomes." The staff needs to devote time to developing outcomes and discussing possible assessment tools.

Learning Support Services

Mt. SAC Tutorial Services has provided evidence that they contribute to the achievement of student learning outcomes. The results of these evaluations are being used to improve their program. Mt. SAC Learning Assistance Center staff has attended a Student Learning Outcomes workshop and will continue to learn how to use the tools to address students' achievement of student learning outcomes.

II.C.2. – Action Plan

Library:

- The Library and Media Services staff will discuss what services it wishes to measure, set appropriate outcomes, and develop measurement tools.

Learning Support Services:

- The Learning Assistance Center faculty and staff will continue their efforts to assess student achievement through SLOs.

Standard III
Resources

Building On Our Strength

MT. SAC

Standard III Committee

Co-Chairs

Sheryl Hullings . . . . . Director, College Information Systems & Project Manager
Ralph Jagodka . . . . . Faculty, Accounting and Management

Members

Linda Baldwin . . . . . .Director, Fiscal Services
Liza Becker . . . . . .Assistant Director, ESL & Intercultural Programs
Pat Bower . . . . . .Faculty, Learning Assistance
Don Hurdle . . . . . .Head Electrician, Maintenance
Sue Long . . . . . .Associate Dean, Arts
Becky Mitchell . . . . . .Assistant Director, Facilities Planning & Management
Kate Scott . . . . . .Information Technology Specialist, Information & Educational Technology
Cliff Stewart . . . . . .Faculty, Disabled Student Programs & Services
Noah Saeedy . . . . . .Student
Chung Wong . . . . . .Student
Janice Jimenez . . . . . .Community Member

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A., III.A.1. – Descriptive Summary

At Mt. SAC procedures have been established to ensure the hiring process yields positions that match personnel needs and hiring priorities and that personnel are qualified for the positions held.

Faculty and administrator positions meet and exceed the minimum qualifications established by the California Community College's Chancellor's Office. The Equivalency Committee collects and organizes the criteria that determines Equivalencies to Minimum Qualifications for all faculty in all disciplines, consistent with requirements and guidelines established by the Board of Governors and the Statewide Academic

Senate, and develops a process by which existing criteria may be amended *(Document: Administrative Regulations and Procedures)*.

Until recently, when staff vacancies occurred, positions were evaluated to determine the need to rehire and to examine needed skills against the existing position description. As a result, a new position description was developed and sent forth to the Classification Review Committee (CRC) for review.

An annual process was in place to allow employee reclassification based on permanent change in duties. The process required employee and manager input regarding the employee's duties. This information was used in the rating process to determine the need for job reclassification. In April 2004, the District hired a consulting firm to conduct the College's annual classification review process. This firm will conduct several informational sessions intended for those employees who might be considering submitting a request to classification review. The firm's representatives will then collect and review annual classification review requests submitted by the employee and the employee's immediate supervisor. The form will focus on what has changed about the classified position. The form must be signed by the employee and the supervisor whose signature indicates that the work is actually being performed. The form will not be allowed to advance to Human Resources unless the Vice President of the respective area also signs and acknowledges that the work is being performed as stated. The firm's representatives will then interview the employee and the employee's immediate supervisor on site, to isolate and discuss the tasks identified as working"out-of-class." After careful research and information gathering, the consultants will submit their recommendation(s) to Human Resources, who will in-turn, submit them to the President's Cabinet for discussion and decision. If the recommendation(s) for reclassification are adopted, administration will implement the reclassifications based upon available funding *(Document: Mt. San Antonio College Annual Classification Review Process)*.

For faculty positions, new hire and replacement needs are identified through the Faculty Prioritization Committee (FPC) and Program Review processes. These processes consider academic department needs and student demand. A prioritized list is sent through the budget process, which recognizes the need to meet campus priorities and the College's full-time faculty obligation as designated by the California Community College Chancellor's Office.

Other new campus positions are identified through the Program Review process. This information is used in the budget development process when seeking funding for new positions. Managers requesting new positions are given the opportunity to explain their rationale for hiring a new employee.

III.A., III.A.1. – Self Evaluation

The College meets the Standard.

III.A., III.A.1. – Action Plan

- None.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

III.A.1.a. – Descriptive Summary

Personnel employed by Mt. SAC are selected using a rigorous recruitment and selection process. Potential employees apply for open positions, submit a job application, and, if selected for further consideration, attend the job interview(s). Internal selection procedures reflect California Labor Law, Title V, and the Education Code to ensure compliance.

Job announcements are circulated widely, both in electronic and printed forms through:

- newspaper ads
- ACCCA Job Trac-online
- Human Resources mailings
- Mt. SAC web site
- 24-hour Mt. SAC Job Line *(Document: Mt. San Antonio College Recruitment - Advertising)*

All job postings clearly state minimum and desired

qualifications. The selection process involves both paper screening and oral interviews. Hiring committee makeup is detailed in the Administrative Regulations and Procedures, Sections 240.1D, 301.3D, and 401.2D. Faculty members participate on faculty, staff, and management hiring committees if they are approved by the Academic Senate. The participation requirement is clearly stated in the Administrative Regulations and Procedures, Sections 240.1 and 301.3. Hiring Committee members attend an orientation facilitated by Human Resources staff. The committee then establishes paper-screening criteria based on the job announcement. All applicants are screened using the same criteria *(Documents: Classified Employees Selection Procedures and Management Employees Selection Procedures)*.

During the paper screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job notice criteria. The Human Resources office uses these rankings to identify applicants for the oral interview process. This process may also entail written assignments and oral presentations *(Document: Minimum Qualifications for Faculty and Administrators in California Community Colleges)*.

In addition, the committee develops interview questions and written assignments. A typical interview question may ask candidates to describe how they might contribute to the College mission, or what have they done currently to promote student success.

Teaching demonstrations are required for faculty, wherein samples of lecture/activities are presented. All candidates do the teaching demonstration and written assignment and are asked the same interview questions. This requirement ensures that hiring procedures are consistently applied.

Candidates interviewing for the Humanities & Social Sciences Division conduct their demonstrations in the classroom, where students participate in the ranking of the teaching demonstration. Teaching demonstrations are rated during the interview using the regular faculty evaluation standards. These practices enable the hiring committee to better evaluate the candidate's classroom effectiveness.

Reference checking is conducted for all successful job candidates to ensure the candidate meets job requirements. Accredited college transcripts are submitted to Human Resources for evaluation. Foreign transcripts are evaluated through the International Education Research Foundation translation services prior to submission to Human Resources. Credentials and/or evidence of meeting minimum qualifications for faculty and administrators are also submitted to Human Resources and kept on file in personnel records *(Document: Administrative Regulations and Procedures, Section 301.1)*.

III.A.1.a. – Self Evaluation

The College meets the Standard.

III.A.1.a. – Action Plan

- None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.1.b. – Descriptive Summary

Mt. SAC has an extensive evaluation process for all full-time employee classifications.

Full-time Faculty Evaluation

The faculty evaluation process is well established and follows very specific procedures as outlined in the Faculty Agreement. The agreement provides forms to be used during the evaluative process and specifies the procedures to be used. Probationary faculty members are continually evaluated over a four-year period *(See Evaluation Process, II.A.2.c.)*.

The Division Dean, with the assistance of department chairs, establishes a three-year rotational list for all tenured faculty members in the division. Tenured faculty members are responsible for self evaluation during a three-year process.

The process consists of:

- student evaluations (first year),
- classroom visitations (second year), and peer evaluations

- submittal of Year-End Report of Accomplishments (each year) and the Self-Evaluation Report (third year).

Part-time Faculty Evaluation

Evaluation of hourly and partial-contract professors is the responsibility of the Division Dean; Assistant Vice President, Community & Non-Credit Education; Director, Community Education and Services; department chairpersons; and other administrators assigned by the Chief Instructional Officer or the Chief Student Services Officer. Part-time (adjunct) faculty members are evaluated on a three-year cycle. Their evaluations consist of student evaluations and classroom visitations *(Document: Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*.

Department Chair Evaluation

A department chairperson is evaluated both as a teaching faculty member and as a department chairperson. The evaluation of the department chairperson is conducted yearly at the division level and is documented in the Department Chairperson Evaluation Report *(Document: Department Chair Evaluation Report)*.

Full-time and Part-time Classified Staff Evaluation

Evaluation procedures for full-time classified staff have undergone major changes in the past year. Under the old system, classified staff members were evaluated every three months, during their six-month probationary period, and once a year, for three years thereafter. The formal evaluation process ended at the conclusion of the three-year period.

The new evaluation process for both full- and part-time classified employees, implemented in Spring 2004, requires evaluations to be completed every year. A new evaluation form was developed which concentrates on quality of work, quantity of work, work habits, personal relations, initiative, and supervisory skills (if applicable).

This form measures both the positive and negative aspects of the employee's job performance and recommends support or training resources to help employees succeed.

Staff & Organizational Learning is instituting a new program called "Workplace Expectations" as a resource to help employees succeed. It is important that classified staff members know what is expected of them in their jobs. The new form measures how well they perform their jobs. Staff development programs will effectively communicate the new process to them as it moves forward.

Part-time classified employees are evaluated by the appropriate manager on an annual basis.

Management Evaluation

Management personnel are currently evaluated on a three-year cycle. An updated evaluation procedure began in Fall 2003 utilizing a 3600 evaluation process the College had begun a number of year ago.

The 360˚ evaluation process begins with the manager and his/her supervisor choosing twelve evaluators, representing all employment classifications at the College. These evaluators complete an extensive, online, anonymous evaluation process. The evaluation instrument focuses on the categories of decision making, planning, communicating, managing resources, working collaboratively, providing for excellence, and leading.

After the online component of the evaluators has been completed, a 35-page report is generated with detailed verbatim commentaries and summative evaluation information. This information is then shared with individual managers and their supervisors. The supervisor includes information from the report along with other pertinent information in written evaluation of the manager.

III.A.1.b. – Staff Evaluation

The College meets the Standard.

III.A.1.b. – Action Plan

- The President's Advisory Council will change AR&Ps 242.1 and 242.2 to reflect the new management evaluation process.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.c. – Descriptive Summary

Mt. SAC currently does not look at the effectiveness of producing student learning outcomes in its faculty evaluation process.

III.A.1.c. – Self Evaluation

The College does not meet the Standard.

III.A.1.c. – Action Plan

- The Faculty Association, in conjunction with the SLOs Implementation Team, will determine appropriate methods for evaluating faculty effectiveness in producing SLOs.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

III.A.1.d. – Descriptive Summary

The College focuses on ethical behavior in both its written documents and its actions.

Mt. SAC's Mission, Vision, and Core Values statements provide clear evidence that the College community values ethical standards. Specifically, the vision notes …to provide access to quality education, focusing on student success within a climate of integrity and respect *(Document: Mt. San Antonio College 2003-04 Catalog)*. Of six core values, established as the mode of operation among colleagues, four identify ethical behavior.

They are outlined as follows in the College Catalog:

"1. **Integrity:** we treat each other honestly, ethically, and responsibly in an atmosphere of trust.
2. **Diversity:** we respect and welcome all differences, and we foster equal participation throughout the campus community.
3. **Community Building:** we work in responsible partnerships through open communication, caring, and a cooperative spirit.
4. **Positive Spirit:** we work harmoniously, show compassion, and take pride in our work."

All of these reflect an institutional commitment to ethical practice. This focus informs all activities on campus from the classrooms to the playing fields.

- The Mt. SAC Academic Senate has adopted the Statement on Professional Ethics from the American Association of University Professors (AAUP). This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry; seeking above all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community. The Mt. SAC Academic Senate is in the process of including the AAUP ethics statement in the Faculty Handbook. *(Document: American Association of University Professors [AAUP] Statement on Professional Ethics)*.
- The Academic Senate is has created a faculty ethics committee. The overall purpose of this committee is to create a mechanism through which faculty can internally address faculty ethical issues on a continual basis *(See II.A.7.a.)*.
- Associated Student Government has developed an intervention plan provided to students caught cheating or plagiarizing for the first time called "Character Counts Workshop on Making Ethical Decisions." The workshop is based on the work of Michael Josephson and addresses character, values, and ethical decision-making *(See II.B.3.b.)*.

III.A.1.d. – Self Evaluation

The College meets the Standard.

III.A.1.d. – Action Plan

- None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

III.A.2. – Descriptive Summary

Staffing is handled in a variety of ways depending on the type of position being filled.

Faculty Staffing

Filling faculty positions is a collaborative process involving faculty and managers supported by the governance structure. The Faculty Prioritization Committee (FPC) is a task force reporting to the Academic Mutual Agreement Council. FPC consists of

13 faculty and 12 educational managers and meets annually to discuss and prioritize requests for additional tenure-track faculty. The requests come from the various instructional and student services departments. Requests for new faculty hires are filled from the prioritized list according to a formula approved by the Academic Mutual Agreement Council (AMAC) and supported by the Board of Trustees. Once a position is advertised, the typical faculty hiring committee consists of four faculty members selected by the department with the vacancy and one or two managers. The committee recommends at least two unranked finalists to the College President, who makes the final recommendation to the Board of Trustees. Similarly, selection committees for management and classified positions include members appointed by the Academic and Classified Senates *(Document: Faculty Employee Selection Procedures, Full-Time)*.

Mt. SAC's Fiscal Reported FTE

*Full-Time Faculty***

Fall 2000	Fall 2001	Fall 2002*	Fall 2003*
339.2000	370.2000	372.1000	368.1000

***Note: These numbers include recent retirees and adjunct faculty carrying 61% load.*
**Fall 2002 and Fall 2003 numbers have not been certified by the Chancellor's Office and are subject to change (Document: Statewide Faculty Full-Time Obligation Summary, Chancellor's Office, California Community Colleges).*

Administrative and Support Staffing

The Program Review process provides for individual departmental review to ensure appropriate staffing levels. It is the primary mechanism for identifying staffing needs. Assessment is conducted based on workload measures and the ability to meet campus demands in a timely manner. Requests for new positions are submitted through the budget process. Requests to rehire a vacant position are submitted to the President's Cabinet along with justification for replacement.

The College hires many hourly employees to assist on an as-needed basis. Over time, dependence on these part-time employees has grown. Since the passage of AB 500, which imposed a series of restrictions on the hiring of long-term hourly classified employees, the College has undertaken the conversion of many positions from hourly-as-needed positions to permanent part-time classified positions.

All of the College's academic managers must meet or exceed the state's education requirements. Internally, there are opportunities for current employees to serve in interim or quasi-administrative positions, thereby gaining valuable management experience and preparing themselves to better compete for administrative positions.

III.A.2. – Staff Evaluation

The College meets the Standard.

III.A.2. – Action Plan

- None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3., III.A.3.a. – Descriptive Summary

The College has internal policies and procedures that reflect Labor Law, the Education Code, and Title V documented in the Administrative Regulations and Procedures (AR&P) and collective bargaining agreements.

- Faculty Contract – Articles 9, 12, 13, 14, 16, and 17 establish employment procedures compliant with state law for work hours, leaves, transfers, evaluation, grievances, and disputes *(Document: Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*.
- CSEA Chapter 262 and 651 – Articles 9 through 13 establish employment procedures compliant with state law for work hours, leaves, transfers, evaluation, grievances, and disputes *(Documents: CSEA Chapter 262 Contract and CSEA Chapter 651 Contract)*.
- Employee selection procedures for management, classified, and faculty *(AR&P Sections 240, 401.2, 301.3, and 301.4)*. Faculty hiring utilizes Minimum Qualifications for Faculty and Administrators in California Community Colleges.
- The faculty and classified contracts provide procedures for disputes/grievances. Management grievance procedures are identified in the

Administrative Regulations and Procedures AR&P Section 249.
- Administrative Regulations and Procedures cover issues related to Conditions of Employment and Assignment for faculty, classified staff, and managers *(Document: Administrative Regulations and Procedures, Sections 300, 400, and 200)*.

III.A.3., III.A.3.a. – Staff Evaluation

The College meets the Standard. Currently, Board Policies are being reviewed and updated, and the AR&P review and update process will follow. The College would benefit from publishing these documents electronically which would eliminate the need to distribute updates as is done currently.

III.A.3., III.A.3.a. – Action Plan

- The Public Information Office will make Board Policies and the AR&Ps available online.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.3.b. – Descriptive Summary

Personnel files for each employee are kept in confidence and maintained in secured files in the Office of Human Resources. Files are locked and secured at the close of the business day. The Office of Human Resources is a restricted area. Keys to the office and filing cabinets are issued to authorized staff and approved by the Vice President, Human Resources.

Employees may access their personnel records by contacting the Office of Human Resources. The employee must remain in the Human Resources office while reviewing the file. A log sheet is signed indicating the day and time the file was reviewed *(Documents: CSEA Chapter 262 Contract; CSEA Chapter 651 Contract; and Agreement - Mt. San Antonio College District and Faculty Association, 2003-05)*.

Personnel records are maintained on an on-going basis. The Office of Human Resources must be notified whenever changes occur which make records incorrect. Any changes in the employee's status are recorded in that file *(Document: Administrative Regulations and Procedures, Section 301.1C)*.

III.A.3.b. – Self Evaluation

The College meets the Standard.

III.A.3.b. – Action Plan

- None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4. – Descriptive Summary

Students, staff, faculty, and community members participate in numerous activities undertaken each year that illustrate the College's commitment to fostering an appreciation of diversity.

The following are examples of these activities:

- Arts and cultural events, such as student play productions and the Annual Celebration of Asian Pacific Culture
- Student events recognizing cultures and diversity, such as the Native American day of observance and Cesar Chavez's day of observance
- Student clubs, such as Movimiento Estuddiantil Chicano de Azlan (MEChA) and Native American Inter-tribal Student Alliance (NAISA).

In addition to campus-based activities, the College participates in the annual Job Fair to recruit potential employees. Special advertising is conducted in specific discipline areas to attract diversity in the applicant pool. The Vice President and Director, Human Resources, belong to the Association of Human Resource Officers/Affirmative Action Officers. This association was created to promote and advance human resources and affirmative action administration.

The California Community College Chancellor's Office has begun development of a system-wide Commitments to Equity and Diversity project. The College has committed itself to meeting the goals and timelines of the project when it is developed and implemented. As of November 2003, the Chancellor's Office indicated that limited resources have prevented the development and implementation of this project.

The Diversity Plan and Equity and Diversity Task Force Report identify requirements for measuring and reporting the effectiveness and evaluation of the

College's diversity efforts. The activities, tasks, and timelines of this Task Force Report remain on hold pending the adoption and implementation of the system-wide plan. This plan is expected to contain benchmark data comparisons and requirements for reporting progress and effectiveness *(Documents: Diversity Plan and Equity and Diversity Task Force Report)*.

III.A.4. – Self Evaluation

The College partially meets the Standard. It has a strong commitment to access for all students and employees while being sensitive to the diversity of its students, but campus-wide efforts for improving equity and diversity need to continue.

III.A.4. – Action Plan

- The College will meet the requirements of the CCCCO's Equity and Diversity project when it is developed and distributed.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.a. – Descriptive Summary

The College addresses faculty and staff support services through its collective bargaining process, staff development activities, wellness program, and Facilities Master Plan. Through the collective bargaining process, comprehensive health and welfare benefits are provided for all staff. The full-time Benefits Specialists provide information and support to employees on the various available plans. Salary and stipend incentives for professional growth activities are available. Contractual stipends for additional workloads are provided, as well as flexibility of work assignments. For example, reassigned time may be provided to assume duties of a special project. Regular faculty members may also meet their contract load in less than a five-day week *(Document: Agreement – Mt. San Antonio College District and Faculty Association, 2003-05)*.

Staff development opportunities (general and specialized to specific groups) are provided which offer a wide variety of programs relevant to work and life enhancement *(Document: Staff & Organizational Learning Schedule of Classes)*. Employees may assume interim assignments with administrative duties and gain valuable promotional experience. For example, faculty members have served as assistants to deans and classified employees have filled in during management vacancies. The College's Mentor program is available for employees interested in career advancement. The results have been positive—several classified employees and faculty have successfully advanced in their careers following Mentor Program participation *(Document: Administrative Regulations and Procedures, Section 855)*.

Staff members have other opportunities available to them which include, but are not limited to: the College wellness program and classes which allow staff discounted membership fees; the College Health Services staff who provide tuberculosis examinations and health information sessions; and child care services are available to staff members and their families on a space-available basis. Other services to employees include free parking on campus and tram service for those with certified disabilities.

Staff & Organizational Learning

The Staff & Organizational Learning office, working in partnership with the Professional Development Council and the Human Resources Office, has determined personnel needs by conducting surveys online, by phone, and via campus mail. The last survey was sent as an electronic link to all managers and classified supervisors in Summer 2002. Managers were asked to identify staff needs such as technology training and personal development. Staff & Organizational Learning also collaborated with faculty and staff leadership groups, Academic Senate, and Classified Senate, in planning and organizing activities. In Spring 2003, the Professional Development Council requested representatives from the College's governance groups and unions to sit on task forces addressing the needs of classified staff and faculty. Managers have a representative on the Professional Development Council, so they have an active voice and vote when planning for and evaluating activities.

The Staff & Organizational Learning department relies on the results of the surveys to formulate a course offering plan for the following year. Activities include workshops, independent classes, and conferences. Recent course offerings in the area of classroom applications included the Developmental Education Faculty Certificate Program, Introduction to Online Learning, and Accommodating Students with Disabilities in the Classroom. Technology training courses include computer applications such as Office XP, Lotus Notes, and ICCIS. Conferences and retreat offerings include Great Staff XI for classified staff, Supervisory Training Certificate Program, and a Student

Learning Outcomes training session presented by Alverno College. All new full-time staff members are invited to attend a three-part orientation session that includes a campus tour, introduction to the College's history and culture, and information on College services. Due to budget constraints, this three-part series will be scaled back to two parts – an orientation session and a campus tour. The department also offers courses for the general training sessions such as 5-Star Customer Service and Communicating Workplace Expectations.

Staff development programs are evaluated by the Professional Development Council. The activities are typically well attended. Participants are asked to complete a brief evaluation at the conclusion of each activity. The evaluations are summarized by Staff & Organizational Learning and shared with facilitators/presenters.

III.A.4.a. – Self Evaluation

The College meets the Standard.

III.A.4.a. – Action Plan

- None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.b. – Descriptive Summary

The College utilizes a software application that records and reports diversity information for new hires. The Vice President of Human Resources and Affirmative Action Officer receive diversity tracking (e.g., gender, ethnicity, education level) information in the form of charts and graphs. Generally this information is not shared with the campus at large but is used internally to analyze and evaluate recruitment efforts to determine needed improvements *(See chart on next page).*

III.A.4.b. – Self Evaluation

The College staff is under represented in the Asian and Hispanic categories.

III.A.4.b. – Action Plan

- The College will continue to recruit as broadly as possible to achieve greater diversity for all employee positions.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

III.A.4.c. – Descriptive Summary

The College has internal policies and procedures that reflect Labor Law, the Education Code, and Title V documented in the Administrative Regulations and Procedures (AR&P) and collective bargaining agreements for the fair treatment of employees and students.

- Faculty Contract – Articles 9, 12, 13, 14, 16, and 17 establish fair treatment procedures compliant with state law for work hours, leaves, transfers, evaluation, grievances, and disputes *(Document: Agreement – Mt. San Antonio College District and Faculty Association, 2003-05)*.
- CSEA Chapter 262 and 651 – Articles 9 through 13 establish fair treatment procedures for work hours, leaves, transfers, evaluation, grievances, and disputes compliant with state law *(Documents: CSEA Chapter 262 Contract and CSEA Chapter 651 Contract)*.
- Administrative Regulations and Procedures cover issues related to Conditions of Employment and the fair treatment for faculty, classified staff, and managers *(Document: Administrative Regulations and Procedures, Sections 300, 400, and 200)*.
- The College Catalog and Administrative Regulations and Procedures provide detailed information to students regarding college policies, academic policies, and matriculation requirements *(Documents: Mt. San Antonio College 2003-04 Catalog and Administrative Regulations and Procedures, Sections 500 and 600)*.
- The Student Right to Know policy provides students with completion and transfer rates to all current and prospective students which enables students to determine probability of success at Mt. SAC *(Document: Mt. San Antonio College 2003-04 Catalog)*.
- The Student Equity Plan describes the demographic makeup of the student population. The plan compares student success against success indicators identified by the California Community College Board of Governor's policy on student equity implementation. The College's describes equity strategies for ensuring activities/programs implemented to provide equal opportunity for each student population group *(Document: Student Equity Plan)*.

Change in Full-Time Staff Diversity 1997 vs. 2003

POSITION/CATEGORY	1997	2003
EXEC/ADMIN/MANAGEMENT		
Note: Not including Auxiliary Services and new hires since January 2004.		
Male	27	24
Female	27	34
TOTAL	**54**	**58**
Amer Ind/Alas Ntv	2	2
Asian/Pac Is	1	2
Black	1	2
Hispanic	10	12
White	40	38
Non-Resident Alien	0	2
FACULTY		
Male	153	180
Female	131	160
TOTAL*	**284**	**340**
Amer Ind/Alas Ntv	4	4
Asian/Pac Is	13	25
Black	16	19
Hispanic	31	39
White	220	239
Non-Resident Alien	0	13
Unknown Ethnicity	0	1
CLASSIFIED		
Professional/Non-Faculty		
Male	0	0
Female	1	0
TOTAL	**1**	**0**
Amer Ind/Alas Ntv	0	0
Asian/Pac Is	0	0
Black	0	0
Hispanic	1	0
White	0	0
Non-Resident Alien	0	0
Secretary/Clerical		
Male	8	21
Female	136	146
TOTAL	**144**	**167**
Amer Ind/Alas Ntv	0	2
Asian/Pac Is	5	12
Black	11	16
Hispanic	37	57
White	91	78
Non-Resident Alien	0	2

POSITION/CATEGORY	1997	2003
Technical/Paraprofessional		
Male	40	68
Female	35	47
TOTAL	**75**	**115**
Amer Ind/Alas Ntv	1	1
Asian/Pac Is	4	14
Black	5	7
Hispanic	19	24
White	46	63
Non-Resident Alien	0	6
Skilled Craft		
Male	19	16
Female	0	0
TOTAL	**19**	**16**
Amer Ind/Alas Ntv	0	0
Asian/Pac Is	1	1
Black	1	1
Hispanic	8	7
White	9	7
Non-Resident Alien	0	0
Service/Maintenance		
Male	64	62
Female	9	10
TOTAL	**73**	**72**
Amer Ind/Alas Ntv	1	3
Asian/Pac Is	1	5
Black	14	8
Hispanic	27	27
White	30	26
Non-Resident Alien	0	3
TOTAL FULL-TIME STAFF BREAKDOWN		
Exec/Admin/Mgmt	54	58
Faculty	284	340
Classified	312	370
TOTAL	**650**	**768**
Male	311	371
Female	339	397
Amer Ind/Alas Ntv	8	12
Asian/Pac Is	25	59
Black	48	53
Hispanic	133	166
White	436	451
Non-Resident Alien	0	26
Unknown Ethnicity	0	1

** There is 1 unknown male ethnicity included in the Faculty Total for 2003.* *(Document: 1997-98 Accreditation Self-Study [p. 150] and Fall 2003 IPEDS)*

III.A.4.c. – Self Evaluation

The College meets the Standard, but the campus would benefit from publishing the Administrative Regulations and Procedures electronically, which would ensure their accuracy and timeliness.

III.A.4.c. – Action Plan

- The Public Information Office will make Board Policies and the AR&Ps available online.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5., III.A.5.a. – Descriptive Summary

The Professional Development Council provides leadership and is responsible for the development of the College's staff and organizational development plan. As part of the committee, a faculty subcommittee and a classified subcommittee forward development activities to the Professional Development Council for consideration and support.

Planned professional development activities include:

- teaching and learning
- technology training
- customer service
- classified staff activities

The College offered 76 classes/workshops through the Staff & Organizational Learning office in Fall 2003:

- 26 computer technology classes
- 11 workshops/seminars
- 6 non-computer technology classes
- 29 teaching/learning classes
- 4 department-specific classes

III.A.5., III.A.5.a. – Self Evaluation

The College meets the Standard.

III.A.5., III.A.5.a. – Action Plan

- None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.5.b. – Descriptive Summary

The Staff & Organizational Learning department, in conjunction with the Professional Development Council, surveys the campus community to determine which professional development classes to offer for the coming year. Surveys are mailed via the campus mail to faculty, staff, and managers.

Following every education and training activity, participants complete evaluations. These evaluations are reviewed by Staff & Organizational Learning to determine where program changes and improvements should be made. The evaluations are also shared with the presenter.

III.A.5.b. – Self Evaluation

The College meets the Standard.

III.A.5.b. – Action Plan

- None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.A.6. – Descriptive Summary

The College annually assesses the use of its human resources and staffing effectiveness. The Program Review process is utilized for both assessing need and evaluating effectiveness of human resources.

Vacant classified, confidential, and management positions require the completion of a Request to Fill Vacancy form and its submission to the President's Cabinet. The form requires rationale for filling the position. New positions are approved through the budget process. New job classifications/titles must be defined and submitted through the Classification Review Committee for appropriate ranking. An annual job description review process, called Classification Review, provides staff members the opportunity to

request reclassification when their job duties expand beyond an existing job description *(Document: Classification Review Committee)*.

Faculty position needs are also determined through the Program Review process. The Faculty Prioritization Committee (FPC) considers faculty staffing requests and prioritizes its recommendation for hiring. The prioritization process considers need based on student demand and prior year new faculty hires. This process also takes into account the need to satisfy the Full-time Faculty Obligation requirements as well as providing an equitable process for hiring new faculty positions. The prioritized list is submitted through the budget process for funding and approval for hiring *(See III.A.2.)*.

Staffing effectiveness is also examined in the Program Review process. This process considers staff skills and workload in the evaluation of human resource effectiveness *(Document: Program Review Handbook 2002)*.

III.A.6. – Self Evaluation

The College meets the Standard.

III.A.6. – Action Plan

- None.

III.B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B. – Descriptive Summary

The College consists of over 80 buildings on 421.33 acres. These buildings are comprised of 1,207,356 gross square feet, with 833,748 assignable square feet.

The campus is centered around ten single story classroom buildings, erected between 1948 and 1963, that are spaced through the center of campus. Newer buildings surround these "Row Buildings," including a modern Student Services Center providing one-stop services to students, and a state-of-the-art Performing Arts Center built on the west side of the campus in 1996. The campus also contains numerous athletic fields and a working farm.

The College has continued to take advantage of grant funds available from the Chancellor's Office through Scheduled Maintenance and Technology grants, and although many of the buildings on campus are over 40 years old, all have been upgraded with the telecommunications and networking infrastructure necessary for teaching in the 21st century.

During 2000, the 2020 Vision Task Force, composed of over 30 staff and faculty from throughout the College, met with a consultant to develop an Enrollment Simulation and Planning project, and after measuring the College's facility needs, recommended delivery strategies and projects for the next two decades. Two documents were produced, an Enrollment Simulation and Planning report and Facilities Planning 2001-2020. These documents were then used as supporting documents for the successful passage of the Measure R bond in November 2001 *(Documents: Enrollment Simulation and Planning and Facilities Planning 2001 - 2020 at Mt. San Antonio College)*.

Measure R is a $221-million local bond, the purpose of which was to renovate or replace the outdated and unsafe buildings on the campus, as well as update the infrastructure supporting those buildings.

It consists of 17 projects:

1. Science Laboratory Building – To replace old, outdated labs and provide modern instructional laboratories and student collaborative activity areas.
2. Workforce Training Center – To meet the job training needs of the business and industry community.
3. Campus-Wide Energy Conservation Program – To reduce energy use by 35% to allow more funds to be used for instructional programs.
4. Off Campus Learning Centers – To improve educational opportunity and access by establishing two off-campus Neighborhood Learning Centers.
5. Agricultural Science – To expand and improve the College farm by constructing agricultural science classrooms and laboratories, by modernizing farm buildings, and by improving the fame site to better serve growing partnerships with the community.
6. Child Development Center/Early Childhood Learning Lab – To expand, consolidate, and improve the Child Development Center and create an Early Childhood Education Laboratory.
7. Campus Classroom Improvements – To renovate classrooms in three buildings that do not meet current educational standards for safety, efficiency, and effectiveness.

8. Business/Computer Lab Remodel –To remodel an existing building to provide up-to-date business and computer classrooms and laboratories.
9. Business & Computer Technology Center – To provide efficient and appropriate classrooms and laboratories for the Business Division.
10. Design Technology Center – To consolidate all computer-based design programs and provide technical support for online programs and services.
11. Physical Education/Wellness Facility – To replace the out-of-date gymnasium with new facilities and provide new and improved athletic field facilities.
12. Campus Center – To provide a centralized place on campus for student life activities and community functions.
13. Student Support Services Renovations – To redesign existing student support services space to increase useable area.
14. Welding/Air Conditioning Programs – To provide new and current facilities to replace buildings in excess of 50 years old.
15. Language Center – To consolidate ESL, AMLA, Foreign Language, and Sign Language programs.
16. Health Careers Center – To consolidate expanding health care programs and move from temporary facilities.
17. Campus-Wide Improvements
    a. Scheduled Maintenance
    b. ADA Improvements – To provide campus-wide access for persons with disabilities.
    c. Infrastructure Improvements, including utilities, network and communications, landscape and signage.
    d. Campus-Wide Improvements – To be developed as necessary.
    e. Music Building Expansion – To provide acoustically safe rehearsal and practice space.
    f. Bldg. 23 Renovation and Relocation
    g. Classroom Facility
    h. Construction Support

(Document: Mt. San Antonio College Bond Projects).

Two teams/committees were created with the passage of Measure R: The first, "In compliance with Proposition 39, Mt. San Antonio College convened a citizens' oversight committee to keep the public informed of the progress of the Measure R Bond expenditures. [The College also established a web site.] This web site will provide the public with information about the status of the bond funding and the progress of the citizens' oversight committee. The Committee members [have been] appointed by the Board of Trustees. [The committee] consist[s] of at least seven members to serve for a term of two years without compensation and for no more than two consecutive terms. The Committee may not include any employee or official of the College or any vendor, contractor, or consultant of the College. The Committee . . . include[s]:

1. One member who is active in a business organization representing the business community located with the College district;
2. One member active in a senior citizen's organization;
3. One member active in a bona fide taxpayer association;
4. One student who is currently enrolled and active in a student organization; and
5. One member of a College Advisory Council or Foundation."

The committee will present an annual written report on expenditures and assure the public of Mt. SAC's compliance with state law regarding bond revenue disbursement. In order to achieve these goals, the committee may do such things as: conduct inspections of College facilities, review the annual performance and financial audits, etc. *(Document: Citizen's Oversight Committee)*.

The second committee is known as CMPCT (the Campus Master Plan Coordinating Team). It is composed of the President, the Vice President of Instruction, the Vice President of Administrative Services, the Vice President of Student Services, the Vice President of Institutional Advancement, the Director of Facilities Planning and Management, the Program Manager, and the Construction Management Firm. It is "a decision making body that regularly reviews the planning and implementation of Measure R Bond fund projects. [It] makes final decisions regarding scope and cost of projects. Members represent the various campus communities during the decision making process" *(Document: CMPCT [Campus Master Plan Coordinating Team])*.

III.B. – Self Evaluation

The College meets the Standard.

III.B. – Action Plan

- None.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1. – Descriptive Summary

1. **Safety Evaluation Process**
   a. Health and Safety Committee – Mt. SAC has effective means to evaluate the safety of its physical resources. This is done through the campus safety committee. The Safety Committee meets monthly and makes recommendations to the President's Advisory Council. Some individual departments (units) also have safety committees that facilitate specialized training and evaluation for their areas. The Health and Safety Committee also solicits safety recommendations from insurance agencies and safety consultants. Plans have been developed for injury/illness and emergency response and procedures. The College's newly created Crisis Alert Team consists of the Vice President of Student Services, Director of Public Safety, Director of Student Health, and Director of Public Information. Upon notification of a campus incident, which potentially threatens the safety of the students and/or employees, the Crisis Alert Team will immediately assemble to determine an appropriate college response, both internally and externally. When appropriate, the Crisis Response Team members will provide direct assistance to affected individuals. Much of this information has been made available to College employees *(Document: Safety Committee Documents).*
   b. Insurance Inspections – The College has a comprehensive insurance plan which includes property, auto liability, physical damage, facility bond, and flight school insurance. These policies are provided by various agencies which conduct inspections as needed and provided for in the various policies *(Document: Insurance Documents)*.
   c. Fire Marshal Inspections – Fire marshal inspections take place on an annual basis. Supplementary inspections occur as needed for particular events and construction needs *(Document: Inspection Documents)*.
2. **Facilities Planning and Evaluation** – The institution has a comprehensive and effective mechanism for facilities planning and evaluation. These processes assure quality of the institution's programs and services.
   a. 2020 Vision – The 2020 Vision Task Force developed a set of strategic goals for the institution. Goal 5 is a mandate to "Renovate and replace aging facilities, expand facilities to accommodate growth, and provide an accessible, safe, well maintained, and aesthetically pleasing campus and virtual environment." *(Document: 2020 Vision Strategic Plan)*.
   b. Facilities Planning 2001-2020 – The Facilities Planning project is a direct result of the directives in the 2020 Vision Task Force. The report was used in the development of a five-year Facilities Action Plan, Capital Outlay Plan, and November 2001 Bond Proposal. The plan outlines recommendations for improvement of campus facilities by more effective utilization, removal, and renovation of current facilities and development of new off-campus centers *(Document: Facilities Planning 2001-2020 at Mt. San Antonio College)*.
   c. Facilities Action Plan 2001-2020 – The report provides specific information regarding this institution's use of its facilities. These recommendations include: Physical Plant Space Utilization recommendations, Space Utilization and Planning Standards, and Present and Future Demand for Facilities. Each of these recommendations was taken into consideration when drafting the final bond initiative *(Document: Facilities Action Plan 2001-2020)*.
3. **Evaluation Outcomes** – The institution maintains an online maintenance and work order request system (EIWOS). This system ensures prompt and efficient repairs and maintenance of campus facilities at all locations. Capital improvement requests, although funded through particular departments or area budgets, are also processed through Facilities Planning Management *(Document: Scheduled Maintenance Documents).*

III.B.1. – Self Evaluation

The College meets the Standard.

III.B.1. – Action Plan

- None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

III.B.1.a. – Descriptive Summary

The institution adheres to the Chancellor's Office standards for building construction and modifications. Furthermore, the College conducts surveys to determine the physical resources requirements of its user groups. The 2020 Vision Task Force was most instrumental in projecting the future needs of the College. A budgetary process is established through Program Review, Facilities Planning, and the Facilities Action Plan *(Documents: Facilities Planning 2001-2020 at Mt. San Antonio College and Facilities Action Plan 2001-2020)*.

III.B.1.a. – Self Evaluation

The College meets the Standard.

III.B.1.a. – Action Plan

- None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1.b. – Descriptive Summary

Mt. SAC is proud of having the ninth largest Disabled Student Programs & Services department in the state. Through continuous collaboration, DSP&S students and professionals have provided leadership in promoting the concept of "Universal Design" in compliance with section 504 and 508 of the Rehabilitation Act for campus facilities. All new construction complies with the Americans with Disabilities Act. Additional improvements in access are reviewed and implemented based on staff/student feedback.

Safety and security are of paramount importance at every campus location *(See Crisis Response Team, III.B.1.)*. Security is provided through the Department of Public Safety which coordinates its efforts with the local Los Angeles County Sheriff's Station. Through these efforts, this institution has been able to remain a relatively crime-free campus for its size and suburban location. Crime statistics are made available on the College web site and in the schedule of classes.

Recent crime statistics are as follows:

On Campus Incidents

	2000	2001	2002
Arrests	0	1	0
Disciplinary Actions	3	5	0
Criminal Offenses	32	43	44
Hate Offenses	0	0	0
Total	**35**	**49**	**44**

(Document: Office of Post Secondary Education Campus Security Statistics for Mt. San Antonio College).

III.B.1.b. – Self Evaluation

The College meets the Standard, but does not have any student or employee survey data available to indicate whether or not students or employees feel the College provides a safe, secure, and healthful learning environment.

III.B.1.b. – Action Plan

The Research & Institutional Effectiveness office will add survey questions to employee and student survey documents related to safety, security, and maintenance of a healthful learning environment.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2. – Descriptive Summary

The 2020 Vision Task Force accomplished long range planning for effective utilization of equipment and facilities. Maximum utilization is the norm unless equipment becomes obsolete because of a change in technology or a change in legal requirements. Materials and supplies over $500, and not fixed to a building or grounds, are recorded and asset tagged by the Purchasing department. Asset tagged inventory of college equipment is facilitated by the purchase order system *(Document: Facilities Planning 2001-2020 at Mt. San Antonio College)*.

III.B.2. – Self Evaluation

The College meets the Standard.

III.B.2. – Action Plan

- None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.a. – Descriptive Summary

Long-range capital plans support institutional goals by incorporating student and community needs in the annual proposed budget document *(Document: Mt. San Antonio College 2003-04 Adopted Budget)*. The Facilities Planning project of 2001, in conjunction with the 2020 Vision Task Force and the Enrollment Simulation and Planning project, paved the way for: 1) improved utilization of campus facilities, development of two new off-campus centers, and renovation of old and construction of new campus buildings *(Documents: 2020 Vision Strategic Plan; Facilities Planning 2001-2020 at Mt. San Antonio College; and Facilities Action Plan 2001-2020)*. Total cost of ownership for facilities is reflected in scheduled maintenance matches with the Bond Building Fund and ongoing instructional equipment maintenance allocations. This year's adopted budget, for example, has increased building and site improvements in capital outlay by $390,882 and in building allocations by $3,693,663 from 2002-03 expenditures to 2003-04 adopted budget. Other major capital outlay projects include seismic retrofitting and energy savings plan. In terms of technological equipment, the College lists projects and priorities for telecommunication and computer updates, life-cycle replacement plans of action, and projections of total cost of ownership. The strategic portion of the College's plan is updated every two years, and the tactical plan is updated annually *(Document: Information & Educational Technology Strategic & Tactical Plan)*. The Strategic & Tactical Plan includes a Total Cost of Ownership (TCO) plan based on the Chancellor's Office guidelines. The plan identifies information technology equipment and personnel support costs over the life-cycle of technology equipment. Due to budgetary constraints, the plan has not been adopted.

III.B.2.a. – Self Evaluation

The College meets the Standard.

III.B.2.a. – Action Plan

- Information & Educational Technology will update the Total Cost of Ownership plan in 2004 to reflect changes in the Chancellor's Office guidelines and to update Mt. SAC's technology equipment *(Document: Information & Educational Technology Strategic & Tactical Plan)*.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

III.B.2.b. – Descriptive Summary

Decisions regarding facilities and resource planning emanate from the College's instructional needs and plans. In Fall 2001, the institution identified strategic goals and initiatives that included renovation and improvement of aging facilities, expanding facilities to accommodate growth, and providing accessible, safe, well-maintained, and an aesthetically pleasing campus, all with student needs in mind (2020 Vision). In addition, a survey, conducted in 2000-01 for further insight into community perception, indicated an 18% increase in support of upgrading campus facilities over a survey conducted three years earlier *(Document: Community Perception Survey 2001)*. Lastly, the College substantiates decisions regarding physical resource based on the results of in-depth research and analysis, as reflected in the success of Measure R *(Documents: 2020 Vision Strategic Plan and Facilities Action Plan 2001-2020)*.

III.B.2.b. – Self Evaluation

The College has made progress toward meeting the Standard in the following areas:

1. Prioritization of needs for equipment – Budget Process
2. Determination that program needs are met effectively through budget process and Program Review.

III.B.2.b. – Action Plan

The President's Advisory Council will:

- continue to evaluate effective use of physical resources and determine budget prioritization.
- assess future requirements for physical resources and equipment through research and analysis of projected needs.

III.C. Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C. – Descriptive Summary

In addition to supporting the technology needs of teaching and learning, the College's personnel also support the technology needs for college-wide communications, research, and operational systems.

College-wide Communications

Technology support for college-wide communications comes in several forms:

- Printed materials
- Electronic workflow
- Web sites
- Internet access
- E-mail
- Electronic group discussion lists
- Telephone system

Printing Services provides photocopying and binding services for academic and administrative departments. The department maintains day and evening hours. Faculty and staff can fill out a Printing Request Form from their web browser using any network connection on campus or while connected to the Internet anytime, anywhere. The document to be printed is sent over the Internet to Printing Services using the DocuWeb system. Most print jobs have a 24-hour turnaround time. There are numerous smaller copiers located throughout the campus for smaller print jobs.

The College's web sites provide a variety of information for prospective students, current students, alumni, the community, and College employees. The web sites are continually expanding and changing to increase self-service access to college information. Web servers are maintained and supported by numerous departments on campus. A student web portal debuted in Fall 2002 and provides anytime/anywhere access to a student's personal information, such as grades, registration information, and obligations. Security and access to this portal is further discussed in III.C.1.a.

The web registration process is under development. Depending on its progress, Student Services and IET are planning to pilot the process in Summer 2004. Credit card processing via the web will not be available at the same time.

The following functions have been completed:

- Eligibility to Register for the term
- Registration Appointment Date and Time checking
- Add and Drop processing
- Class Status checking (full or cancelled)
- Prerequisite checking
- Repeat processing
- Class Time Conflict checking
- Unit Enrollment restrictions
- Registration Blocks for a session – hiatus dates, etc.
- Wait List processing
- Co-requisite processing
- Linked Classes – coding and testing
- Review and revise existing error messages
- Verify Update of Class Schedule Class Counts and Class Status
- Display Student Fees Statement (including breakdown of fees)
- Admissions will identify special populations for pilot purposes – suggestions are EMT classes, Bridge program, student government, athletes, . . .
- Move the "Drop" button to prevent accidental drop by student
- Continual display for list of classes (remove option to hide list)
- Change Instructor Name to Last Name, First Initial
- Show dropped classes on the screen (with "Dropped" vs. drop code [DS, DI, etc.])
- Display Course ID and Reference Number on all error messages
- Add Fee Payment Information screen (and link button)
- Display Probation/Dismissal messages

The College also communicates important messages to students via the Interactive Voice Response system where students use the telephone to register for classes, pay registration fees, make program changes, and retrieve their grades.

Faculty and staff have access to email, the Internet, and voice mail. To ensure communication with those who do not use access to electronic means of

communication, announcements are printed and mass distributed to campus employees.

Beginning Spring 2004, all enrolled students were assigned an email address. Class listservs have been developed for all classes. This project will further promote the use of email as a communications' mechanism between students, faculty, and the College.

College Research

The Research & Institutional Effectiveness (RIE) office conducts independent research and provides research assistance to the campus community. The department uses data from the College's Integrated Information System (ICCIS), United States Census, National Student Clearing House, and surveys.

A project to construct an institutional data warehouse has been completed and provides RIE with access to data for research activities. Initially the data loaded into the data warehouse was the same data submitted to the California Community College Chancellor's Office MIS data reporting system. This data is term-end data which does not meet the day-to-day needs of the campus. Information & Educational Technology's College Information Systems department works closely with Research & Institutional Effectiveness to identify data needed to support research activities. This effort has produced a database design that will support the need for more timely data than is possible with the MIS data placed in the data warehouse at the end of each term. Although work continues to design and build the data structures needed for the data warehouse, funding has not been allocated for the reporting tools to query and report information from the data warehouse. Until funding is available, IET and RIE are looking at a low-cost solution for reporting.

Operational Systems

The campus integrated administrative information system (ICCIS) provides for the collection of human resources, facilities, curriculum, and student data. This software application was purchased from the Florida Community College Software Consortium in 1996 and implemented in Fall 1999 where it underwent extensive modification. Changes and enhancements continue to be made to increase functionality.

IET's College Information Systems department handles the programming work for the College's integrated information systems. Development work is assigned by system (student records, curriculum, facilities, etc.) based on training and expertise of the programmer. Other programmers may be assigned to work in an unfamiliar area as a means for cross-training and expansion of expertise and skills.
Development priorities are established by the Vice President of the area where the request is initiated. The Vice President of Information & Educational Technology initiates priority discussions at the President's Cabinet when there are conflicting priorities and overlapping deadlines. The College Information Systems department tracks project progress and provides monthly status reports to the Vice Presidents.

Many of the requested enhancements have been implemented and others are in the planning stages. College employees have mixed feelings about ICCIS. Some like it; some do not. The system has approximately 1,500 online screens which make maneuvering through multiple menus troublesome. IET has developed some area-specific menus to reduce the number of menus needed. There is also a desire to have web-based access rather than text-based access. Web-based access is currently used only for developing student self-service functions.

In addition to centralized information services functions, the College has numerous departmental databases that provide for data collection, storage, and reporting. These databases may be commercial packaged software applications or custom software applications either developed in-house or contracted out. Server maintenance and support is provided by the department purchasing the software application and hardware. The College contracts with the Los Angeles County Office of Education for budget and accounting system support, including purchasing, payroll, budget development, and accounting functions.

Information & Educational Technology operates the campus-wide Help Desk Support operation. Technology questions and problems are directed to this unit for investigation and resolution. This unit has one full-time staff member and several hourly employees who provide campus support Monday through Friday from 7:30 a.m. until 4:30 p.m.

Other areas of the campus provide departmental support for technology issues. Support personnel may be Computer Technicians, Computer Facilities Supervisors, or faculty members.

Media Services provides support to instruction by providing loaner instructional equipment, such as

projectors and laptops, as well as maintaining a library of instructional videos for students to use in the Library or for faculty to check-out.

III.C. – Self Evaluation

The College meets the Standard.

Cost-savings may be achieved by eliminating postal mailings in favor of utilizing assigned email addresses to communicate with students for administrative functions.

Once the data warehouse is built, access may only be available to those with the technical skills to extract data and create reports.

ICCIS enhancements will be ongoing as the need arises for regulatory or process changes to meet campus needs. The project prioritization process provides an adequate mechanism for identifying project implementation ranking.

III.C. – Action Plan

- None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

III.C.1.a. – Descriptive Summary

The planning, acquisition, and support of technology comes from a variety of processes.

Program Review

The annual Program Review process functions as the primary means of determining technology and other needs at the departmental level. The intent of Program Review is to use long-range planning data and data collected from other processes to address recommendations from the previous review, and to use the data and recommendations as rationale for budget, staff, and planning decisions whenever possible *(Document: Program Review Handbook 2002)*.

Department budget allocations are used to fund additional technology equipment purchases. Needs are identified in the Program Review process and then submitted via the budget process for funding consideration. The Budget Committee meets, confers, and makes decisions for budget augmentations during the annual budget process.

Instructional Equipment

The annual Instructional Equipment process enables Mt. SAC to allocate funds from the Chancellor's Office for instructional equipment. Instructional equipment monies are divided into three categories: a 10% emergency instructional equipment replacement reserve, monies to fund immediate needs at the academic division/department level, and monies to fund expensive instructional equipment needs.

The academic divisions compile a list of needed items that qualify as instructional equipment. The items are identified via Program Review and at division meetings. All departments take part in the discussion and develop a prioritized list of needed items for the division.

At the beginning of the Spring semester, the Vice President of Instruction initially allots a set amount per division for distribution within the division. Divisions use that money to fund immediate needs, priority items, or apply the funds toward costly items, such as computers for labs.

At the conclusion of the initial allocation process, the remaining instructional equipment needs of all academic departments are compiled. The Division Deans meet to consult, negotiate, and prioritize needs into a campus-wide prioritized list of equipment needs. This list is forwarded to the Vice President of Instruction who then confers with the Assistant Vice President on which items might qualify for VTEA funding *(see below)*. The decision-making process involves examining critical areas of need as well as prior distribution of funds. The Vice President of Instruction funds as many of the items as possible, notifies the divisions of the decision, and initiates the necessary steps to allow divisions to generate purchase orders *(Document: Mt. San Antonio College Instructional Equipment Process)*.

VTEA Funding

The VTEA grant is a multi-year commitment. When accepting VTEA funding, programs are obligating themselves to address "eight required uses of funds" over the grant period. Essentially, the grant plan must address these eight mandates within/across disciplines. Progress is then tracked over the grant period through annual reports/applications. In addition, progress is also tracked on 'core indicator' data obtained from the Chancellor's Office and address progress issues in the

grant's annual plan *(Document: Interview - Associate Dean, Technology & Health Division)*.

Telecommunications & Technology Infrastructure Program (TTIP)

The California Community Colleges (CCC) Telecommunications and Technology Infrastructure Program (TTIP) was instituted to improve the ability of the CCC system to meet technology needs at the campus level. It provides economies of scale for the purchase of telecommunications commodities, such as Internet connectivity, videoconferencing, and satellite services. The program has three major components: Telecommunications and Technology Infrastructure, Telecommunications Applications, and Human Resources Technology Training.

TTIP funding has assisted the College in upgrading the campus network infrastructure. Plans are underway to increase the bandwidth capabilities provided by CENIC, Mt. SAC's Internet Service Provider (ISP).

The funding enabled the development and expansion of satellite and video conferencing capabilities and has allowed the College to participate in the development of e-conferencing technologies as they are implemented system-wide. Other system-wide technology project initiatives are grant funded *(Document: Telecommunication and Technology Unit, Chancellor's Office, California Community Colleges)*.

TTIP also provided guidelines and funding for the development of a campus level Total Cost of Ownership (TCO) plan. A Total Cost of Ownership plan includes the purchase, ongoing support, and eventual replacement of technology equipment. Mt. SAC developed the plan for inclusion in the Information & Educational Technology Strategic and Tactical Plan *(Document: Information & Educational Technology Strategic & Tactical Plan)*.

Information & Educational Technology Strategic Planning Process

IET's Strategic and Tactical Planning process is designed to align its plans with those identified as campus initiatives and needs. Annually, IET meets with campus leaders, divisions, and departments to learn about technology issues, needs, and initiatives. The process enables IET to conduct infrastructure planning and allocate monies from TTIP and other funding sources to academic programs and support services based on established priority criteria (greatest student impact, cost, common themes such as projectors).

The Faculty Computer Plan came from IET's planning process. The plan provided for all full-time faculty computers to be replaced in a four-year cycle. The cycle was completed in Spring 2004. It is hoped that the replacement cycle funding will be resumed in the 2004-05 budget process *(Document: Information & Educational Technology Strategic & Tactical Plan)*.

Distance Learning Program

Mt. SAC maintains several dedicated servers that provide support for instructional web sites, data base systems, email, distribution lists, discussion boards, multimedia streaming, voice communications, and other applications used in Distance Learning classes. High bandwidth communications are provided to classrooms and faculty offices. Computers and printers are provided for all full-time instructors and upgraded on a regular schedule. The Online Learning Support Center (OLSC) provides technical support and mentoring for faculty involved with Distance Learning programs and courses. A central help desk provides support for all faculty, staff, classrooms, offices, and labs *(See: Online Learning Support Center, III.C.1.b.)*.

Software is provided for web site development, collaboration, grade reporting, homework submission, and other online activities. Mt. SAC plans to acquire a uniform course management system to accommodate growth as demand increases when the online class moratorium is lifted in Fall 2004 by the Academic Senate.

Non-credit ESL and Basic Skills

The non-credit ESL program (whose students have indicated a high interest in using technology as part of their day-to-day language acquisition process) and the Basic Skills program have acquired, through categorical funding, computer equipment and other peripherals (examples include two traditional computer labs and two wireless roving labs to accommodate curriculum) to supplement the learning process, promote technology literacy, and ensure academic success.

Software needs are determined by specific language acquisition needs of the ESL students and target specific skill areas such as pronunciation, editing, and TOEFL test practice. Trained personnel evaluate the products to determine product appropriateness for the ESL population.

A computer adaptive placement test (ESL-CAP Test) that better assesses the language skills of ESL students was developed and given probationary approval by the Chancellor's Office to replace the time-consuming and out-dated paper-and-pencil version. It places students into one of seven levels of English proficiency in the non-credit ESL program.

Library's Online Databases

The Library maintains 21 Internet-accessible full-text databases for use by currently enrolled students and staff. This enables students to conduct research anytime/anywhere.

Technology Contracts

Mt. SAC provides computer support while it maintains several types of technology contracts. The College participates in the Microsoft Campus Agreement through the California Community College Foundation. This provides faculty and staff with the most current versions of Microsoft desktop software. The cost of licenses is based on annual FTES and is an annual expense for the College.

A campus-wide site license is also available for other software, such as antivirus, Lotus Notes, TN3270. These licenses are annual expenses.

The College mainframe computer, campus copiers, and centralized system software are also under vendor hardware and software maintenance contracts. Maintenance contract prices are generally negotiated on a multi-year basis to obtain more favorable pricing. Software contracts provide for vendor-supplied technical assistance as well as software upgrades.

Provision for Reliability, Disaster Recovery, Privacy, and Security

Mt. SAC employs a variety of methods for ensuring the reliability, privacy, and security of its data and network. Information & Educational Technology is in the process of revising and updating its disaster recovery plans.

Campus Network: CENIC, formerly 4CNet, provides the College's Internet connectivity. The Chancellor's Office plans to fund a DS3 upgrade to increase bandwidth to and from the campus. The network core of the campus infrastructure was upgraded in 2002 and now provides network redundancy which in turn provides greater reliability for faculty, staff, and students. Network security entails the use of hardware and software firewalls, regular software updates, the use of virus protection software, participation in the AN-MSI Network Security Grant, and the development of data and network security and appropriate use policies.

Data Access and Security: Mt. SAC employs varying layers of security in the protecting of data and the restricting of access to a need-to-know basis. The campus adheres to Family Educational Rights and Privacy Act (FERPA) regulations which protect access to student information. These regulations are identified in the College Catalog (Document: Mt. San Antonio College 2003-04 Catalog). Information systems, which contain sensitive student and staff data, are password protected at multiple system levels. Mt. SAC employs a role-based security model, which provides user authorization and access checks for an application. A role is a category of users who share the same security privileges. Access is granted to members of that role, eliminating the need to assign specific access rights to individual users. Mt. SAC has been using the Social Security Number (SSN) as the primary identifier for students and employees, but plans are now underway to convert student records in ICCIS to a Campus ID. This means that SSNs will no longer appear on most ICCIS screens; they will be replaced with the assigned Campus ID. Access to student SSNs will still be an option, but access to this information may be restricted from general campus access.

Information & Educational Technology (IET) has created a unique ID number for each member of the campus. The Campus ID will be a nine digit number beginning with the number "8" (SSNs never begin with an "8").

IET has met with other campus database owners to form plans for the migration to Campus ID. Student SSNs will be retained in ICCIS, but with very limited access. Students will be informed of their Campus ID at the time of implementation by a number of methods – U.S. mail, email, and a message posted to the student portal. In addition, students will continue to be able to use either their current student ID (usually SSN) or the new campus-wide ID to access MyMtSAC and telephone registration. The MyMtSAC student portal and telephone registration system will be modified to make the new campus-wide ID available to the student.

Memorial Day weekend, May 29-31, 2004, is the planned conversion dates for student IDs. The processing time is estimated at 35 hours to change 86 million student records. Conversion of faculty and staff SSNs will be completed in a later phase of this project.

Faculty/Staff Impact

During the transition period, ICCIS users will search student records using the new assigned Campus ID. The Campus ID will appear on all reports and other documents. Searching by SSN will still be available, but only to a limited number of employees.

Student Impact

Initially students will be able to access MyMtSAC, the student web portal and telephone registration using their SSN and their new Campus ID. Campus announcements and other communications will take place to notify students of their new assigned Campus ID.

A limited number of documents will display SSNs. The Official college transcript will probably contain SSNs, as this is a universal student identifier for most receiving institutions. Certain tax and federal financial aid documents will contain SSNs for regulatory and compliance reasons *(Document: Information & Educational Technology Strategic & Tactical Plan)*.

The College is also working towards making all systems ADA accessible as part of the project to fully comply with Section 508 standards for access to electronic and information technology for individuals with disabilities *(Document: Electronic and Information Technology Accessibility Standards, 36 CFR 1194 Section 508)*.

Disaster Recovery: A sound technology disaster recovery plan is essential to the well-being of the College. Such a plan is built upon the understanding of the potential impacts of a disaster that destroys all or part of the facilities. The plan to guide the IET management and technical staff in the recovery of computing and network facilities is important to successful resumption of services after a disaster occurs. IET is in the process of reviewing and updating its plan. An updated plan is expected to be available in Fall 2004. This plan will cover all servers and data under the control of IET as well as the network infrastructure devices and telephone switch. IET provides system backup facilities for the mainframe, servers, and desktop PCs. Daily system and data backups are run for disaster recovery purposes. Backup media is stored securely in IET's vault; additional versions are stored in the vault in the College's administration building.

III.C.1.a. – Self Evaluation

The College meets the Standard.

III.C.1.a. – Action Plan

- None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

III.C.1.b. – Descriptive Summary

Student Training

Open labs provide students with the ability to use computer equipment, software, and collaborative tools to complete class assignments. Discipline-specific labs are also set up to provide specialized training for students enrolled in classes within the discipline. The non-credit program also provides many technology training classes to assist students in increasing technology knowledge.

A 2003 student survey indicates that 91.2% of Mt. SAC students were satisfied with computer labs, and 81.2% of students were satisfied with skills training labs *(Document: Community College Survey of Student Engagement)*.

Personnel Training

Personnel training needs are identified at each level of the organization. Surveys (online, telephone, campus mail), the Professional Development Council, and collaboration with faculty and staff leadership groups also provide input for training program development.

Training sessions are conducted by departments, Staff & Organizational Learning, the Online Learning Support Center (OLSC), and Information & Educational Technology. Other training includes conferences, retreats, seminars, and special workshops promoted by the Staff & Organizational Learning department.

Department-specific training is funded by the department requiring the training. This training may be delivered on or off campus and may be in the form of conferences or seminars in addition to classes.

Staff & Organizational Learning

Staff & Organizational Learning coordinates the majority of college-wide professional development activities. All employees, including student workers, may take advantage of staff development training.

Staff & Organizational Learning works closely with the Professional Development Council (PDC). The PDC provides leadership and is responsible for the development and implementation of the College's staff, program, and organizational development plan. It supports student learning through the alignment of local and state Staff Development resources with college goals *(Document: Staff & Organizational Learning)*.

Technology Training

Staff & Organizational Learning provides technology training in addition to other types of training. Training is available for many of the standard office-related computer applications used on campus (e.g., Microsoft Office suite, GIS, ICCIS, Lotus Notes, Listserv) as well as web development software products such as Microsoft Front Page and Macromedia Studio MX.

IET provides training for the student information system (ICCIS), Lotus Notes, and other campus-wide software applications in use. Training is generally scheduled through the Staff & Organizational Learning office.

The Staff & Organizational Learning office conducts End of Class evaluations to determine the effectiveness of the training. The trainer receives a copy of the evaluation as does the Professional Development Council. The Professional Development Council uses this information as new training plans are developed *(See III.A.5.b. for training effectiveness results) (Document: Interview - Staff & Organizational Learning Coordinator)*.

The ESL Department provides an example of departmental training. It schedules in-services and training of staff and faculty regarding integration of technology and application of programs and software in the language acquisition curriculum. The Language Lab Center Advisory Committee, consisting of several credit and non-credit language teaching faculty (ESL, AMLA, Foreign Languages), meets monthly to discuss cross-application strategies and techniques for using technology in the language learning classroom.

Online Learning Support Center (OLSC)

The College recently completed a CCC Chancellor's Office grant entitled "Developing Competencies for Online Faculty," which compiled a baseline of skills and knowledge for online teaching. The outcomes of this grant have led to the development of a mentoring program to support faculty in online learning development *(Document: Developing Competencies for Online Faculty)*. The Online Learning Support Center mentors faculty in the development of online or hybrid courses or the creation of online components for traditional courses.

Currently, the OLSC offers drop-in hours with the Course Coordinator, Online Learning Faculty Mentor, or Web Developer for approximately 30 hours a week. The Online Learning Faculty Mentor (OLFM) assists faculty with the pedagogy and instructional design issues inherent in online learning courses and components, approval of new distance learning courses (once the moratorium is lifted in Fall 2004), professional development courses for faculty, and the faculty certification for online teaching. The OLFM also makes presentations regarding the Distance Learning Program or projects to departments, new faculty, Academic Senate, Faculty Association, campus committees, at Mt. SAC Flex Day activities, and at regional meetings and conferences. The Teaching/Learning Technology Specialist assists faculty in setting up their own web pages, web design, and adding relatively simple components to their web sites. The (OLSC) Coordinator manages the College's web links to online courses each term, assists with the operation of and security for numerous web servers on campus, and assists faculty with creating accounts, multimedia, and relatively complex web projects. Over the years, the Online Learning Support Center/Distance Learning Team has served over 200 Mt. SAC faculty members with their online learning projects.

The OLFM establishes a work plan for the Fall and Spring semesters, and he or she submits a list of accomplishments at the end of the year. The work plan and accomplishments are used in the evaluation process for the OLFM's release time. The OLFM is also evaluated in the tenured faculty evaluation process. Trainees are asked to complete a class evaluation at the conclusion of all training programs, which is used to increase training program effectiveness.

III.C.1.b. – Self Evaluation

The College meets the Standard.

III.C.1.b. – Action Plan

- None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

III.C.1.c. – Descriptive Summary

Mt. SAC addresses the management, maintenance, and operation of its technological infrastructure and equipment, to include both reliability and emergency back-up, in a variety of ways.

Computers

Computer acquisition is multifaceted:

- The Faculty Computer Plan provides faculty with computers *(Document: Information & Educational Technology Strategic & Tactical Plan)*.
- Departmental purchases for staff are purchased out of departmental budgets.
- New staff positions are provided for through the campus budget process.

A TCO (total cost of ownership) Plan Proposal in the IET Strategic and Tactical Plan considers the ramifications of purchases and ensuing costs. The IET Strategic and Tactical Plan further discusses the differences in policy for the leasing and purchasing of computer and related equipment *(See III.C.1.a.)*.

Computer station equipment operation is managed and maintained by campus personnel, departmental, and/or IET.

Infrastructure

The management, maintenance, and operation of the infrastructure on the campus are maintained by IET personnel as part of their assigned duties.

Redundancy is built into the network infrastructure to ensure reliability. Additionally, there are Uninterruptible Power Source systems and a recently installed (October 2003) generator to provide protection in the event of a power outage.

Audio-visual

Audio-visual equipment for the campus is acquired, managed, and maintained by Media Services. Repair work is handled by campus personnel or outsourced. Departmental-owned equipment is managed and maintained within the departments.

Other technological equipment

Technology that is discipline-specific such as x-ray machines is managed and maintained by the departments.

Software

Software is acquired through two sources. Site licenses apply across campus and are administered by IET. The Microsoft agreement through the California Community College Foundation provides for most of the office software on campus. Virus protection software, Lotus Notes, TN3270, and miscellaneous software purchases are available campus-wide. Departments also purchase software that is appropriate for their area such as ArcView GIS and PLATO. These are managed and maintained within the departments.

Funding

There is funding available for purchasing and repairing technology governed by the TTIP process. Additional funding comes from College budget allocations and categorical funding.

III.C.1.c. – Self Evaluation

The College meets the Standard.

III.C.1.c. – Action Plan

- None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

III.C.1.d. – Descriptive Summary

Decisions about the use and distribution of technology resources are governed by budgetary considerations and constraints. These decisions are grounded in the Program Review process *(See Program Review, II.A.1.)*

(Document: Program Review Handbook 2002). Resources are allocated according to division and departmental priorities.

Employees

Staff and faculty receive centralized support for their personal use of technology from the IET staff. There is additional decentralized support offered within the divisions and departments utilizing local expertise.

Equipment and Facilities

Facilities use and incorporation of technology is governed by the Campus Master Planning Coordinating Team (CMPCT) to coordinate the use of technology resources across campus *(Document: Educational and Facilities Master Plan: 1992-2007)*.

Many technology resources are available across campus: open labs in the Community Education Center (CEC) and the Learning Technology Center (LTC), discipline-specific labs to include the Writing Reading Assistance Center (WRAC), the Math Activities Resource Center (MARC), the business and language labs, a faculty/staff lab, mobile labs for the Wellness Center and Service Learning, and computer classrooms. The Learning Lab in the Learning Technology Center is an open lab available to all students on campus as well as the community. The lab has 100 PC computers and 48 MAC computers for use on academic assignments. It is fully networked and connected. Additionally, audio-visual and email stations are available for use *(See Chart, Mt. San Antonio College Student Computer Labs on next page)*.

Software

Site licenses on some software affect all departments across campus. Local site licenses are utilized in some departments, allowing the use of the software throughout the department.

The technical infrastructure of the campus is maintained by the combination of efforts of IET and division/departmental technical staff. Technical resources are pooled to meet both planned and unplanned assaults on the systems. Notification of system maintenance is provided in advance and planned for low use times on campus such as Sundays and holidays. Unplanned system impacts such as viruses or worms are addressed immediately, and information is disbursed campus-wide to contain the problem.

From November 30, 2003 through January 28, 2004, there were 27,679 incidents of virus attacks via email on the campus network. These were trapped by the email server virus scanning software. Recently, a new virus was introduced into the campus network that was not caught by the scanning software. Although the virus software is updated weekly, another virus update was required. IET's technical support staff obtained a new vendor-supplied virus update and applied it to the incoming email servers. A "[IET] Virus Warning – Do not open attachments!" campus email announcement was sent to all Mt. SAC email addresses with information of the attack and instructions for resolution. The Help Desk fielded calls and dispatched technicians to handle virus removal on campus computers. This type of incident is handled as an emergency and is a top priority for technicians, which reduces the potential for greater harm to campus computers and the network.

The Help Desk handles all requests for assistance with computer technology across the campus. Notification of receipt of the request is dispatched via email, and an order number is provided along with an estimation of the time required for completion of the request. A follow-up notification is given once the request has been met.

The Distance Learning program support is established on its own servers to facilitate online classes. The equipment was monitored and maintained by the staff in the program until Fall 2003, when IET assumed the maintenance of the equipment. IET considers the software and support equipment required for the classes offered online. Discussion and input from the online faculty is facilitated with a listserv for online instructors.

The distribution and use of technology is monitored at several levels:

- The bandwidth for the school is adjusted as needed based on usage and impact on the users.
- Staff and student surveys give feedback on use of and satisfaction with the labs by the respondents. 92% of students report satisfaction with the computer labs *(Document: Community College Survey of Student Engagement)*.
- Ultimately, the use and distribution of technology is reliant on the budget process on campus as advised by results from Program Review *(Document: Program Review Handbook 2002)*.

III.C.1.d. – Self Evaluation

The College meets the Standard.

III.C.1.c. – Action Plan

- None.

Mt. San Antonio College Computer Labs

Lab Name	Building	Room	Workstations
MAC Lab	1C	2	28
Animation Lab	5	19	35
Learning Lab	6	120	150
TV/Radio	6	176, 182	49
Library	6	200, 221	66
VESL	6	261	36
Smart Lab	6	263	38
Open Lab	6	264	75
Graphics	7	122, 124	50
Physics	7	127, 129, 136	56
Phy. Sci.	7	130	10
Engr/CS	7	132	28
Chemistry	7	135	37
Geol/Ocea	7	233	20
Chemistry	11	7, 16	16
Vet .Tech.	12	13	12
Physiology	13	7	13
DSP&S	16D		31
MCC Lab	17	5	62
Math	26A	303	37
Computer Sci.	26A	304	38
M.A.R.C.	26B	301	17
ICC Lab	26D	5	76
WRAC Lab	26D	102	37
HIL Lab	26D	104	18
HCC Lab	26D	106	30
CAM Lab	28A	102A, 102H	38
CIM Lab	28A	102K	22
CAD/CAM	28B	106	25
Fire Technology	28B	301A, 301B	38
Fire Technology	28B	306, 308	25
Basic Skills Lab	30	111	22
WIN Lab	37	1	15
CEC	38	1, 2	10
VESL	40	107	36
Writing Lab	40	120	37
Psych. Tech.	45		38
Total Lab Workstations			**1371**

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.C.2. – Descriptive Summary

In order to ensure that decisions regarding technology are based on the needs and improvement plans for the institution, the College has established both needs assessment and purchasing processes.

The annual Program Review recognizes departmental and division needs *(Document: Program Review Handbook 2002)*. Additionally, IET meets periodically with departments, divisions, and teams on the campus to determine needs for requested projects.

The increased use of technology in the support of instruction demonstrates the effective meeting of needs:

- Email use and the use of Internet-based resources by students have increased. 67% indicated that they use some type of electronic medium (e.g., listserv) to discuss or complete an assignment, and 69% have used email to communicate with faculty *(Document: Community College Survey of Student Engagement)*.
- The number of courses (71%) requiring/requesting students to make use of these resources has increased as well. Mt. SAC emphasizes using computers in the students' academic work *(Document: Community College Survey of Student Engagement)*.
- Web page use by instructors for course work has increased. Concurrently, the number of faculty who have personal web pages available for access by their students has increased to 220 accounts, up from 84 in Spring 2001.
- A course management system that was developed locally is used as an instructional resource for both the online and the traditional classroom setting.
- There are computer classrooms as evidenced in the Learning Assistance Center where six of the eight classrooms provide computer use to students. Sixty-six percent of students report satisfaction with campus computer labs *(Document: Community College Survey of Student Engagement)*.
- Demand for campus network resources has increased five-fold since 2001 when the Internet connection was served with a single T1 line capable of transmitting 1.5 Mbps. The campus now has a fractional DS3 capable of transmitting 10 Mbps. Current usage of this DS3 connection ranges between 6 and 9 Mtps *(Document: Interview - Director, User Support & Network Services)*.
- Technology resources such as the library database system have met the increasing demand for student access *(Document: Full-Text Database Subscriptions)*.

LIBRARY'S ONLINE DATABASES

	2000-01	2001-02	2002-03
# of Databases	21	18	20
Site Hits	44,741	85,356	93,926

- Campus web servers provide students, prospective students, and staff with increasing amounts of information about the College. For example:

HTTP://WWW.MTSAC.EDU – CAMPUS WEB SERVER
(Document: Mt. San Antonio College web site)

	2000	2001	2002	2003
Site Hits	18,017,484	28,112,962	44,247,113	67,861,552
Avg. Hits/Day	45,948	77,021	129,893	185,922

HTTP://MY.MTSAC.EDU – MYMTSAC STUDENT PORTAL
(Document: MyMtSAC Student Portal)

	2000	2001	2002*	2003
Site Hits	None	None	7,353	2,355,935
Avg. Hits/Day			153	7,674

**Site introduced November 2002*

The system for prioritization of technology needs is also embedded in the Program Review process *(Document: Program Review Handbook 2002)*. This process reflects the involvement of the departments and divisions in the prioritization of purchase and planning for future needs. The Distance Learning staff periodically evaluates needs and makes recommendation to the Professional Development Council. Recently, distance learning via video was discontinued due to high cost and lack of utilization.

Funding for purchases, in addition to the normal administrative system, utilizes TTIP and VTEA funding.

III.C.2. – Self Evaluation

The College meets the Standard.

III.C.2. – Action Plan

- None.

III.D. Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1., III.D.1.a. – Descriptive Summary

Mt. SAC is committed to ongoing financial planning that includes all segments of the College. The President's Advisory Council (PAC) consists of 13 members who represent the campus at large. In addition, the Budget Committee (BC) makes recommendations regarding budget issues to PAC, which is the primary planning committee for the College. PAC then makes recommendations to the President of the College.

The budget and planning process begins with the development of assumptions based on district goals and state budget information. Mt. SAC has a long history of sound fiscal management. The College has a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy, which has resulted a current year-end reserve balance of approximately 13%.

The College's budget planning process follows Board Policy 6200, Budget Preparation. This policy includes two major requirements: a balanced budget, which means total income is equal to or greater than total expenditures and a General Fund reserve balance of at least 10% of expenditures. The purpose of the Board policy is to assure the ongoing fiscal health and stability of the College *(Document: Board Policies, Chapter 6, Section 6200)*.

PAC leads the College in development of its institutional goals and objectives, which result in the Mt. San Antonio College Strategic Plan, Technology Master Plan, and Educational and Facilities Master Plan. Strategic plans are developed based on available information at a given time. The College's current Master Plan was developed in 2001. Conditions and situations change quickly, which makes it necessary to update both the plan and institutional goals on a regular basis. PAC is planning for a revision of the Strategic Plan to take place during the 2004-05 academic year *(Documents: 2020 Vision Strategic Plan; Educational and Facilities Master Plan: 1992-2007; and Facilities Planning 2001-2020 at Mt. San Antonio College)*.

Despite prudent financial management and strong reserves, Mt. SAC has been subject to the same political and economic forces that other California Community Colleges have encountered since the dramatic down-turn in the 2003-04 budget of the State of California. The College's conservative approach has helped to ensure financial stability even during the current uncertain economic situation.

Due to the current budget situation, the Budget Committee has been assigned the task of recommending cost saving measures to PAC. In addition, the College President has asked the Budget Committee to develop new Budget Planning Process Guidelines during Spring 2004.

III.D.1., III.D.1.a. – Self Evaluation

The College meets the Standard.

III.D.1., III.D.1.a. – Action Plan

- None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.b. – Descriptive Summary

The majority of Mt. SAC's financial support comes from state apportionment. The President's Advisory Council (PAC), as well as the Budget Committee (BC), seeks to minimize the negative effects of state funding fluctuations by utilizing internal and external information sources to identify additional resources. In addition, the acknowledgment of a significant State funding deficit triggered broad campus dialog regarding expenditure reductions. Not only were there no additional dollars available for allocation in 2003-04 (other than what was required for the ongoing

operation of the College), but there were significant deferrals or reductions of expenditures.

In previous years, Mt. SAC has used Certificates of Participation (COPS) in order to finance major capital improvements. These COPS have all been paid off consistently. Also, to assist with cash flow, the College has in the past issued Tax Revenue Anticipation Notes (TRANs). There is no need for TRANs at the present time.

State block grants funds and categorical funding have enabled the College to expand in a variety of areas, including new equipment and technology infrastructure. In addition, to significantly improve aged facilities, a major effort was expended to get a General Obligation bond (Measure R for $221 million) approved by District residents in November 2001. The passage of Measure R has provided the College with funding for the complete build out of the Facilities Master Plan *(Documents: Citizen's Oversight Committee and Facilities Planning 2001-2020 at Mt. San Antonio College)*. The College is fiscally prudent with these resources and is managing the funds aggressively *(See Oversight, III.B.)*. The College has also qualified for State Capital Outlay Funds by being willing to use dollars from Measure R Bond as matching funds.

Mt. SAC has pursued several land asset opportunities. A small corner lot located at Grand and Temple Avenues has been leased out for a number of years for strawberry, pumpkin, and Christmas tree sales. In addition, the College has looked into the possibility of long-term lease of property located south of Temple Avenue for a senior housing development. The Vice President of Administrative Services has researched numerous scenarios within the past several years, but to date, has ruled each one out for a variety of reasons.

The College also seeks external funding through grants and partnerships. The Resource Development office facilitates the application for and monitoring of grants that bring additional resources to the College.

Grants totaling $2.1 million were received in 2002-03 including:

- A three-year $900,000 grant from the National Science Foundation to develop a Regional Information Systems Security Center. The grant includes industry and university partners.
- An award from the Hewlett-Packard Community College Pre-Engineering Computer Science Grant included a $101,000 donation of computer equipment and software for students and faculty in the Engineering program at Mt. SAC.
- A five-year Title V grant received in 2000 brought $1.9 million to the College to bolster student success in math and helped the College establish a Summer Bridge program for underrepresented students.
- Mt. SAC received a $220,000 Upward Bound grant focused on student success of underrepresented students.

The Mt. SAC Foundation has also applied for and received grants to assist the College.

Grants received in the past three years include:

- $50,000 from the Ludwick Family Foundation to renovate the Wildlife Sanctuary
- Three grants totaling $20,000 from the Oak Tree Charitable Foundation to assist the Equine Center
- A grant from the Claremont Community Foundation for the Art Gallery
- A grant from the Webb Foundation for the Instrumental Music program
- The Foundation also received a collection of taxidermied animals valued at nearly $1 million.

The Foundation also assists with a number of giving clubs that support various College programs. The Foundation received over $200,000 in scholarship funds in 2002-03 and gave away $70,000 in scholarships to Mt. SAC students.

The College has developed partnerships with community, civic, education, health care, municipal, and business entities. These partnerships bring resources to Mt. SAC.

For instance:

- to address the insufficient number of health care providers in the Valley, two local hospitals, Kaiser Permanente and Pomona Valley Hospital, have provided funds to hire additional teaching faculty in order to increase the number of health care classes at Mt. SAC.

Many partnerships have resulted in scholarship funds for Mt. SAC students or gifts in kind that can be used in the classroom.

- The College received a 747-jet engine valued at $3 million from Polar Air Cargo in 2002-03. The gift was used in the Aircraft Maintenance Technology

Department to provide hands-on experience for students studying for careers in the servicing industry.
- The Aviation program also has a unique relationship with Southern Illinois University which flies instructors to the campus on weekends so that Aviation students can continue their studies and earn a Bachelor degree within 16 months.
- The program also partners with the Federal Aeronautics Association to train Air Traffic Controllers by providing the academic module of the training. Mt. SAC is one of three community colleges in the nation involved in this partnership.
- Five cities served by the College provided transportation funds to construct three transportation shelters for Mt. SAC's disabled students.
- The 48th District Agricultural Program leases space on the campus. The Agricultural District provides teacher training and materials in agriculture to K-12 teachers. The District is partnering with the College's Agricultural Department to seek grants to improve agricultural literacy in the San Gabriel Valley.
- The College's Agricultural Department has a strong partnership with nearby Cal Poly Pomona. The two colleges share farm equipment and animals and have written and received partnership grants in veterinary sciences.
- A local hotel, the Shilo Hilltop Suites, provides free lodging for all performers appearing at Mt. SAC in the Cultural Arts program for the public.
- Partnerships with Nike, Omnilite, In and Out Burger, and Pepsi have brought financial resources to the College's world renowned Mt. SAC Relays.
- A long-term partnership with the Amateur Athletic Foundation has brought $121,000 annually to the College to sponsor youth educational programs in track and field.

III.D.1.b. – Self Evaluation

The College meets the Standard.

III.D.1.b. – Action Plan

- None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

III.D.1.c. – Descriptive Summary

Mt. SAC carefully plans for payment of long- and short-term debt as well as future liabilities. Long-range planning is based on the Strategic Master Plan with goals that are established to meet plan objectives. Short-term plans remain flexible to reflect current fiscal realities. When funding is available, more priorities are addressed. When funding is reduced, the College restricts spending and reduces expenses.

In a typical year, the annual financial plan includes estimates for ongoing operations and obligations, the prior year's actual expenditures and revenue, and an estimate of the following year's expenditures and potential revenue. The budget is then adjusted to meet the needs of the new fiscal year. The past two years have not been typical.

With the state experiencing an economic downturn, the College has decreased expenditures using the following measures:

- The College participates in the Southern California Community College Districts Joint Powers Authority (SCCCD-JPA) for workers' compensation insurance coverage. Within the SCCCD-JPA, a reserve has been established to be used toward funding long-term retiree health insurance liabilities. Normally, the College matches the pay-as-you-go premiums paid for current retirees, and each year pays the equivalent dollars to the SCCCD-JPA. As a measure to limit the College's budget deficit, the matching amount of $2.6 million for 2003-04 was not paid to the SCCCD-JPA.
- On March 26, 2003, the Board of Trustees approved the implementation of the District's Supplemental Employee Retirement Plan for Full-Time Faculty, Classified Employees, Confidential Employees, and Management Employees. A total of 27 full-time faculty, 10 managers, 27 classified staff, and two confidential employees are participating. The savings for the first year of this plan is estimated at $2.4 million, with significant additional savings over the next five years.

III.D.1.c. – Self Evaluation

The College meets the Standard.

III.D.1.c. – Action Plan

- None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.1.d. – Descriptive Summary

The Budget Committee reports to the President's Advisory Council (PAC), which is the primary planning body on campus. The Budget Committee is comprised of representatives from all constituency groups. Currently, the Budget Committee makes recommendations to President's Advisory Council (PAC) for discussion. The committees meet twice per month throughout the academic year.

Mt. SAC's annual budget development cycle begins during the Spring semester. The Vice President, Administrative Services, presents frequent budget updates to the Budget Committee, PAC, the Board of Trustees, and the campus community.

California Code of Regulations, Title V, require that the Board of Trustees adopt a tentative budget by July 1st (Section 58305) and a final budget by September 15th (Section 58301) *(Document: California Code of Regulations Title V)*. As stated in Board Policy 6200, "Adoption of the final Budget by the Board of Trustees acknowledges the College's mission, goals, plans, and priorities, and constitutes legal authority for the receipt and disbursement of fund and the implementation of the Budget" *(Document: Board Policies, Chapter 6, Section 6200)*.

III.D.1.d. – Self Evaluation

The College meets the Standard.

III.D.1.d. – Action Plan

- The Budget Committee will review past budget processes and make recommendations for changes and improvements to the process during Spring 2004.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.2., III.D.2.a. – Descriptive Summary

Mt. SAC follows the budget requirements of the Education Code and the California Code of Regulations Title V *(See Budget, III.D.1.d.)*. The College is also required to contract with an independent Certified Public Auditor by April 1st of each year.

The audit is conducted in accordance with generally accepted standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor(s) obtain reasonable assurance that the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the accuracy of the College's financial statements and accounting practices.

Effective with the 2001-02 fiscal year, the College's audit was presented according to the standards of Governmental Accounting Standards Board Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community college districts use the reporting standards under the BTA model.

The audit report includes comments, which are supported by external auditor recommendations. These comments require a response by management, which include an action plan for improvement. The audit is presented annually to the Board of Trustees, orally and in hard copy, by the independent external auditor. The audit report is available to the public upon request *(Document: Mt. San Antonio Community College District Audit of Financial Statements, June 30, 2003)*.

III.D.2., III.D.2.a. – Self Evaluation

The College meets the Standard.

III.D.2., III.D.2.a. – Action Plan

- None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

III.D.2.b. – Descriptive Summary

Many financial documents are distributed throughout the institution on an annual basis. Budget development worksheets are distributed twice during the fiscal year to the individuals who are responsible for a portion of the budget. Budget changes are reflected on these worksheets and returned to Fiscal Services for incorporation into the Tentative or Adopted Budget. The Adopted Budget is widely distributed on the campus and is available to the public upon request.

Throughout the fiscal year, departments receive weekly and monthly reports which reflect budget activity, total expenditures, and account balances. Effective July 1, 2003, the Los Angeles County Office of Education (LACOE) changed from their PBA Financial System to the PeopleSoft System. LACOE reports are made available to budget managers via Mt. SAC's Internet using a web browser. Two reports and a chart of accounts are updated weekly.

The Vice President, Administrative Services, provides monthly budget updates to the Board of Trustees. The "Green Sheets" are an integral part of the budget planning and development process. They include revenue and expenditure assumptions that are used in developing the budget. The "Green Sheets" are continually updated and distributed to the Board of Trustees and budget managers as new information occurs. The "Green Sheets" also include actual revenue and expenditures from previous fiscal years for comparative purposes and a history of the General Fund reserves *(Document: Budget Green Sheets)*.

The CCFS-311Q, which is a Quarterly Financial Report, is submitted to the Board of Trustees and the State Chancellor's Office. This report reflects the unrestricted and restricted General Fund Budget totals and cumulative to-date expenditures *(Document: California Community Colleges Annual Financial and Budget Report)*.

The Annual Financial Report, CCFS-311, is completed at the end of the fiscal year and distributed to all constituent groups. The Annual Audit Report is distributed upon request.

III.D.2.b. – Self Evaluation

The College meets the Standard.

III.D.2.b. – Action Plan

- None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

III.D.2.c. – Descriptive Summary

As described in III.D. and III.D.1., Mt. SAC has maintained sufficient cash flow and reserves to maintain stability. Because of efficient fiscal management and Board policy, the College has been able to handle the current uncertain State budget situation. For the last three fiscal years, the College maintained the following unrestricted reserves percentage: 2000/01 – 15.8%; 2001/02 – 13.6%; and 2002/03 – 13.2%.

Mt. SAC participates in several joint powers agreement (JPA) entities for insurance coverage. The Alliance of Schools for Cooperative Insurance Programs (ASCIP) provides property and liability insurance for its member districts. The College has a Safety Committee that works with faculty, staff, and students to identify and reduce risks and hazards on the campus.

The Southern California Community College District Joint Powers Agency provides workers' compensation coverage, and a reserve has been established to be used toward funding long-term retiree health insurance benefits. Each member district pays an annual premium based on its experience rate and total annual payroll.

III.D.2.c. – Self Evaluation

The College meets the Standard.

III.D.2.c. – Action Plan

- None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.2.d. – Descriptive Summary

The Fiscal Services office records and manages the funds of the College while ensuring proper internal controls and separation of duties. As part of the annual audit, the independent external auditors examine the College's processes and procedures to validate effective internal controls.

Each community college district is required to follow the California Community Colleges Budget and Accounting Manual in accordance with Education Code Section 84030. The objective of the manual is to provide a uniform fund-structure, revenue and expenditure classifications, and other accounting procedures for consistent and comparable reporting of financial data. Mt. SAC is required to present its financial statements in accordance with generally accepted accounting principles (GAAP) and the California Community Colleges Budget and Accounting Manual *(Document: California Community Colleges Budget and Accounting Manual)*.

Financial aid, grants, and externally funded programs are accounted for in separate funds of the College's financial statements, as prescribed by the funding agency and are subject to an individual audit, if required.

The Vice President, Institutional Advancement has recently completed an in-depth analysis of all grant programs to examine their financial impact on the College. The mechanisms to ensure continual analysis are in place.

Auxiliary Services was incorporated as a not-for-profit corporation on October 6, 1982. The Corporation formally began operations on July 1, 1983. Auxiliary Services Corporation includes the operation of food services, satellite operations, Bursar's Office, the bookstore and provides full accounting and banking services for campus services, Associated Students, and related club activities.

The Mt. SAC Foundation, established in 1967, is an independent registered tax exempt corporation created for the benefit of Mt. SAC and its students. The primary activity of the Foundation is to raise funds for scholarships to students and for unfunded needs of the College. The President/CEO serves as a member of the Executive Committee and the Vice President of Institutional Advancement serves as the Executive Director *(See Foundation, III.D.2.e.)*.

The College's Auxiliary Services Corporation and the Mt. SAC Foundation are independent of the College, and each undergoes a separate annual audit.

III.D.2.d. – Self Evaluation

The College meets the Standard.

III.D.2.d. – Action Plan

- None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

III.D.2.e. – Descriptive Summary

Although Auxiliary Services is independent of Mt. SAC, its support operations assist with the mission and goals of the College. It provides many services to faculty, staff, and students, such as support for home football games, CIF Preliminaries and Finals, the Footlocker Cross Country meet, and the Mt. SAC Relays. Auxiliary Services oversees and provides accounting services for over 200 club/trust and Associated Student Accounts, plus loans and scholarship accounts.

Auxiliary Services is continually looking at ways to better serve the students. This was evident last year in the opening of the "Common Grounds" coffee house, which was a joint venture with the student leadership of the College. It has recently offered Poetry Readings in the evenings for students and faculty.

Food Services is currently working with students to research the possibility of bringing "branded foods" to the College.

The Bookstore has held many promotional events for staff and students this year. Its partnership with the TechRoom, a vendor offering PC and MAC computer service support, has created an opportunity to assist students with their personal computer problems.

The mission of the Mt. SAC Foundation is to support College priorities that enhance its ability to serve students. It raises supplemental funds for the College and scholarships for students. In 2002-03, the Foundation awarded 110 scholarships for $70,000 and in 2003-04, $102,000 was awarded. The nonprofit

organization is led by an all volunteer Board of community and business leaders. The President of the College is a voting member of the Board, and the Vice President of Instruction is a non-voting board member. The organization also applies for grants from other nonprofit organizations for Mt. SAC programs and has received grants for the Wildlife Sanctuary, Art Gallery, and Equine Center. The College provides the Foundation with a list of needs where state funding will not be forthcoming, and the Foundation selects the projects it will support. This year, the Foundation launched a capital campaign to raise over a half million dollars to purchase new equipment for the College's aging 36-year old Star Projector in the Planetarium. Two public fundraisers, a jazz and blues concert and a golf tournament, raise funds for scholarships, the Athletic department, and operating expenses. The Foundation was a partner with local cities and the Associated Students to build three transportation shelters for disabled students on campus. The organization is led by an Executive Director, a college employee who also serves as Vice President of Institutional Advancement. Formerly, the Foundation funded a Director of Development and a Secretary, paying for all of the salary and benefits of these employees. Under the new structure in 2004-05, these employees will be college staff members. The Foundation has agreed to hire and pay for an Alumni Affairs Director in anticipation of increasing alumni contact prior to the College's 60th anniversary. Through a Title V Hispanic Serving Institutions Grant, the Foundation raised $50,000, which was matched by the Federal Government to begin an endowment for the Foundation *(Document: 2004 Calendar and Annual Report to the Community)*.

III.D.2.e. – Self Evaluation

The College meets the Standard.

III.D.2.e. – Action Plan

- None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

III.D.2.f. – Descriptive Summary

The Purchasing department oversees the issuing of all contracts on behalf of the District. The President, Vice President of Institutional Advancement, and Vice President of Administrative Services have authority to represent the District and execute documents arising from the purchasing and contract function. In accordance with Board Policy Sections 2710 - 2715, the District annually obtains Board authorization for other key employees, including the Director of Purchasing, to sign specific contracts and documents on behalf of the District. Administrative Regulations and Procedures define bidding and expenditure limits of purchasing activities. The conflict of interest policy prohibits the purchase of materials or services from any employee of the District except under specific conditions *(Documents: Board Policies, Chapter 2, Sections 2710 - 2715 and Administrative Regulations and Procedures, Section 704.6)*.

The District is actively involved in and contributes to a variety of consortiums and purchasing organizations, including the Foundation for California Community Colleges and the Southern California Community College Purchasing Association, which keep the District apprised of current best practices and present opportunities to share in cost savings achieved by pooled purchasing and contracting efforts.

III.D.2.f. – Self Evaluation

The College meets the Standard.

III.D.2.f. – Action Plan

- None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

III.D.2.g. – Descriptive Summary

For many years, Mt. SAC had contracted for financial management processing services with the Los Angeles County Office of Education (LACOE). LACOE has been converting all Los Angeles County School Districts (K-14) from the current PBA Financial System to the new PeopleSoft Financial System, which also includes Purchasing effective with the 2003-04 fiscal year. This has created big changes for the Mt. SAC staff. One of

the most significant changes is the account code structure. There has been a conversion from the current 19-digit account number to a 30-digit account number. This will give budget managers the opportunity to take a look at their current budget structure and create a new one that may be more helpful in monitoring budget and expenditures.

III.D.2.g. – Self Evaluation

Fiscal Services closed out the 2002-03 fiscal year using the old PBA Financial System and started the 2003-04 fiscal year using the new PeopleSoft Financial System. Anytime a new software system is implemented, there are a few issues, which must be worked out.

For the most part, the transition has gone very well, but some of the issues the College is still working on are as follows:

1. Learning the new system - Although the Fiscal Services and Purchasing staff attended training on the new system, they are continuing to learn the many details of the PeopleSoft system. Staff members are also reviewing existing business practices to evaluate how to best work with the PeopleSoft system. As a result, it is taking longer to process purchase orders and payments than it has in the past.
2. Speed of the system - The College is experiencing periods where the system is very slow. Both the County and IET are looking into this issue. As a result, the implementation of Online Purchase Requisitions has been delayed until this issue can be resolved.
3. Chart of Accounts - As the College continually adds new account numbers, the new Chart of Accounts has become quite extensive and changes on a daily basis. Therefore, it would be too costly to distribute to departments on a monthly basis. Fiscal Services is now posting the Chart of Accounts to the Fiscal Services web site, so that it may be accessed online at anytime.

III.D.2.g. – Action Plan

- Fiscal Services will implement an online purchase requisition system, which will be used campus-wide.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

III.D.3. – Descriptive Summary

On an annual basis, the Budget Committee hosts a campus-wide "Budget Debriefing," which is an open forum and an opportunity for faculty, staff, and students to ask any questions regarding the budget process. It is also used as an opportunity to assess the process and offer suggestions for its future improvement.

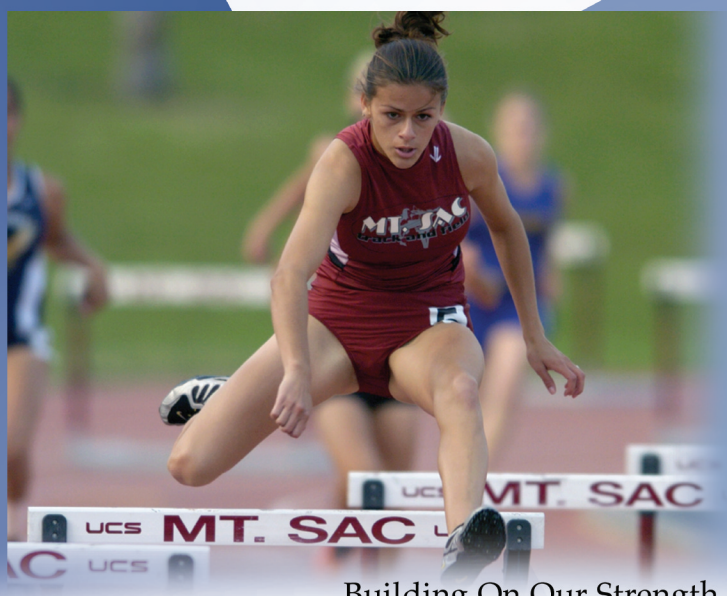
III.D.3. – Self Evaluation

The College has made progress toward meeting the Standard.

III.D.3. – Action Plan

- The College Budget Committee began reviewing the current "Budget Process" and "Budget Debriefing" in Spring 2004.

Standard IV
Leadership and Governance



Building On Our Strength

MT. SAC

Leadership and Governance

Standard IV Committee

Co-Chairs

Virginia Burley . . . . . Associate Dean, Humanities & Social Sciences
Janet McMullin . . . . . Faculty, Mathematics, Computer Science

Members

Luisa Fuller . . . . . .Faculty, Learning Assistance
Grace Hanson . . . . . .Director, Disabled Student Programs & Services
Paul Hischar . . . . . .Director, Community Education & Services
Liesel Reinhart . . . . . .Faculty, Communication & Journalism
Sandra Streeter . . . . . .Accountant, Auxiliary Services
Kameelah Rahmaan . . . . . .Student

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

IV.A., IV.A.1. – Descriptive Summary

The College utilizes a team approach that allows each team leader to meet with individuals on that team to discuss important information, plan and implement changes for improved functioning, and seek input.

This pattern occurs at various levels of organizational functioning:

- President – President's Cabinet
- Vice Presidents – managers and directors
- Unions – representative and executive councils
- Academic Senate – executive boards and representative bodies
- Classified Senate – executive boards and representative bodies
- Deans – department chairs
- Managers/Directors – area employees
- Departments – faculty
- Committees and Councils – representative members

Because the College is composed of a complex system of interdependent units making and implementing decisions, a team-based approach is critical in encouraging wide participation.

IV.A., IV.A.1. – Self Evaluation

To determine whether the current organization of the College supports participation in decision-making and creates an environment in which individuals feel empowered, data gathering tools were designed and distributed by the Standard IV self study team.

Data Gathering Tools

In anticipation of the Fall 2004 accreditation site visit, The Leadership and Governance (Standard IV) Team developed a "Self-Governance Survey" in collaboration with the Institutional Research and Effectiveness office. In addition, an "Accreditation Self Study Team Information Request" was distributed to leaders in the various groups, managers, and administrators to elicit information on how leaders encourage initiative, employ process to include individuals in relevant issues, and communicate with the various populations.

Assessment tool #1: Self-Governance Survey

The Self-Governance Survey was conducted in Fall 2003 *(Document: Accreditation Self Study Team Self-Governance Survey)*. On the first page of the survey, a definition of governance was provided:

> Shared governance is defined as joint responsibility, authority, and decision making through the collaboration of administration, faculty, staff, and students for the purpose of providing quality college programs. Appropriate members of the College shall participate in planning for the future and in developing policies, regulations, and recommendations under which the College is governed and administered *(Document: Administrative Regulations and Procedures, Section 875.1)*.

Overall, the survey was comprised of questions related to governance from two perspectives: information received and satisfaction with governance processes and decisions.

The survey was sent to all 2,500 employees of the College as well as a sampling of students, and 437 surveys were returned. The response rate of 17.5% is not sufficient to provide valid data; therefore, the survey will be considered preliminary rather than representative. A number of issues were raised that serve as guides for future surveys of general campus perceptions regarding the governance processes.

Some of these issues are as follows:

1. Of those who did return the survey, nearly 66% were full-time employees. It appears that sending the survey to all part-time employees of the College (classified as well as faculty) may be unnecessary for future surveys. Part-time employees are employed for specific and limited contracts that generally result in little or no engagement in the life of the College and its decision-making processes. It is therefore unlikely that these individuals would have the experience necessary to develop perspectives on governance.
2. Most of the respondents were either faculty (nearly 42%) or classified employees (46.7%). Approximately 8% of all respondents were academic or classified managers/administrators. This response pattern is not unusual given Mt. SAC's large number of faculty and classified employees. In a subsequent attempt, it will be important to ensure a broader range of respondents so that perceptions will be truly representative.
3. Preliminary findings indicated classified employee respondents received less information than they would like in the areas of communications with their governance representatives (47%), decisions from governance committees (47.3%), and major issues of governance being addressed in committees (52.5%), by the President (49.5%), and by the Board of Trustees (53%). Faculty respondents also reported receiving less information than they would like on major issues being addressed by the President (42.6%) and by the Board of Trustees (48%). 86% of managers responded that they received as much information as they liked about Board of Trustee decisions, and nearly 64% agreed that they received as much information about decisions by the President of the College as they liked *(Document: Shared Governance Report, January 16, 2004)*.

A cross-reference of this governance survey with the Organizational Survey System (OSS) sent to College employees also in Fall 2003 (a survey whose response rate of 31.3 % has yielded valid data) points to similar results in the general area of communication. The Executive Summary of the OSS survey notes that employees are concerned with communication effectiveness; fewer than half of the respondents agree that Mt. SAC has an adequate system for communication. That Summary also notes that these communication issues are not new. The OSS summary reports that "Communication issues are the consistent poor finding in the three Employee Surveys done at Mt. SAC (1993, 1997, and 2003)" *(Document: Employee*

Survey, Fall 2003). Of value in the preliminary governance survey is the identification of particular issues about which employee groups desire more information. These include major issues being addressed by governance committees, by the President, and by the Board of Trustees. Classified employees would also like more information from their governance representative(s), results of governance committees, and changes in the Education Code or law that affect their jobs *(See Executive Summary of the Shared Governance Survey for specific percentages)*.

In addition, in terms of overall participation in decision-making as reflected in the preliminary survey, only 22% of the combined respondents agreed that they had a say in decisions that impacted the College and 34% agreed that they had a say in decisions that impacted student learning. These responses, although not statistically representative, may identify areas that need to be addressed in evolving plans for broader participation on campus. OSS survey results indicated that 49% of respondents were content with the level of feedback they received on ideas shared with those in management. Thus, the general level of satisfaction with participation may be significantly higher than reported in the preliminary governance survey. It is important to note also that the OSS survey establishes impressive results for overall satisfaction for Mt. SAC employees, indicating that 97% of respondents take pride in their work, 93% felt they are doing something worthwhile, and 81% would recommend Mt. SAC as a good place to work. In context, then, participation in the formal governance processes for making decisions may not be a dominant factor in how Mt. SAC employees define their importance to the institution and their satisfaction with the value of their work.

In reviewing the preliminary data from the governance survey, it is necessary to address the issue of general campus communication vis a vis employees need for information. This is particularly important in the light of the tremendous volume of hard copy and email communication made available regularly to employees of the College. The governance survey attempts to determine how satisfied employees are with the information they receive. However, it did not ask how respondents receive information, did not ask for identification of the most effective or preferred method of receiving information, and did not attempt to identify the responses to the campus tools of communication designed for disseminating the kind of information respondents would like. For example, *Board Briefs* (soon to appear in the *Campus Connection*) reports on some of the decisions made by the Board of Trustees and is distributed regularly to the entire campus community, but it is difficult to gauge its effectiveness. Future surveys need to assess not only responses to changes being considered and implemented in governance processes but also the effectiveness of the College's methods of communication *(Document: Board Briefs)*.

Assessment Tool #2: Accreditation Self Study Team Information Request

Managers were surveyed to determine existing practices for encouraging participation in decision-making. Managers included Vice Presidents, Division Deans, directors of programs and services, and faculty leaders. 42 surveys were distributed; 16 were completed and returned (38% response rate) *(Document: Accreditation Self Study Team Information Request)*.

This survey raised four issues in regard to operational practices with different campus populations: staff, full-time faculty, part-time faculty, administrators, and students.

The issues were as follows:

1. In what ways do you (or your area/team) encourage each population to take initiative in improving practices, programs, and services?
2. Describe the processes you employ to include this group on addressing issues with policy or institution-wide implications.
3. How do you communicate with this population?
4. Describe the ways in which individuals who are not serving in official leadership roles bring forward ideas for institutional improvement.

Two additional items were included:

1. Describe the ways in which your governance process enhances student learning. When possible, connect your work to specific learning outcomes.
2. Describe the processes you use to evaluate your own governance role. Provide examples of two problem areas you have identified through these processes and your response to each.

Findings

The dominant theme in survey responses was that staff and team meetings are the focus for manager involvement with individuals working in the areas. Nearly all managers surveyed identified staff or team meetings as the means for encouraging individuals with whom they work to take initiative.

This encouragement was described in various ways:

- encouraging team members to participate in relevant committees
- encouraging discussion of problems arising in the work area
- evaluating performance or success of events
- encouraging participation in staff development or important conferences or training opportunities
- consulting with various groups on processes directly related to them (e.g. consulting with faculty in the application for grants)
- explaining the responsibilities of team members
- seeking input from staff about how work area process could be improved
- encouraging open discussion and welcoming new ideas
- delegating work that required initiative and creativity for completion

A number of respondents indicated that they encouraged team members to participate in important committees across campus, including governance committees. This survey indicates that those committees are viewed by management as important ways to encourage individuals to participate actively in institutional governance.

Processes employed to include individuals in institution-wide issues included:

- participation in Program Review that allowed every member of the staff to participate in setting goals
- the 360° management evaluation process
- campus-wide email announcements
- distribution of minutes from important committees
- communication through memos to all members of the area faculty or staff
- meetings held for representatives (e.g., meetings with Department Chairs in divisions, meetings with the Representative Council for the Faculty Association, or Classified Senate meetings for classified staff). Again, regular staff or team meetings emerged as the dominant process for including individuals in review of campus-wide issues and in decision-making.

Some survey responses also described informal processes for including many people in institution-wide initiatives.

One individual described an informal process this way:

> Whenever I am embarking on a large project that has campus-wide implications and requires all members to be positive about it, I make sure that the President and [Vice Presidents] are in agreement and informed. I also make sure that the appropriate leaders from the groups on campus are also informed and in agreement. I encourage all leaders to pass onto their group information about the upcoming project.

These informal processes are also implied under methods of communication. The most common forms of communication were personal interaction, emails, memorandums and letters, newsletters, and phone calls. The forms for communication described suggest that managers from virtually all areas surveyed maintain ongoing informal communication with individuals working in their areas. One respondent differentiates between formal communication during staff meetings and informal communication "every day in [the] office. I have an open door policy." The connections established through this kind of informal process appears to be essential for encouraging participation in campus life and soliciting feedback. Some very large groups, however, may not benefit from this kind of informal communication. One respondent notes that the area communicates with part-time faculty "primarily by memo since there are over 250 of them." Some respondents had virtually no interaction with one or more constituencies on campus. Responses concerning interactions with students tended to be primarily limited to impromptu meetings or in a few cases through surveys. Many of the administrators responding to the survey do not seem to have much direct interaction with students, although two or three indicated that students are represented regularly in projects conducted in their areas.

Various ways were identified by managers for encouraging those not in official leadership positions to bring forward ideas for institutional improvement:

- "They talk to me. We have meetings to discuss any ideas to improve."
- Open discussions.
- Through the Department Chair or through their governance representatives or leaders.
- "They just need to talk to the right person(s) to get their idea heard."
- Make recommendations regarding improvements through annual goal setting in the Program Review process.

- Take ideas to other committees (e.g. Bookstore Commission, Food Council, Auxiliary Services Board).
- Serve on hiring committees, on the President's Advisory Council, or on other committees that allow them to facilitate communication for team discussion.
- Suggestion box (or notes left in the mail, sent through email, or left on voicemail messages).

Again, most respondents identified participation on committees as the way that individuals who are not leaders can bring forward ideas for consideration by the institution. One respondent was not clear about how it was possible for individuals in this large system to be heard at the institutional level, and another underscored the importance of follow-up for important ideas and emphasized the importance of knowing someone in the system. Given the hierarchical structure of the College, this respondent noted, "Each idea needs an advocate." Thus, it is helpful if a person in a leadership role supports and moves forward ideas proposed by those in non-leadership roles.

In response to, "Describe the ways in which your governance process enhances student learning. When possible, connect your work to specific learning outcomes," most administrators describe the internal governance process as a continual review of their own functioning to determine strategies for improvement of services. Since these services are all connected to students, in one way or another, the efforts to improve functioning through internal review are seen as facilitating the learning process for students. One respondent says, ". . . my governance process enhances student learning by empowering all to get their ideas out to the people who can make a difference." Another respondent indicates that opportunities are made available to faculty to improve their skills, which should lead to improvement in student success. Student Services teams are focused on students "improving their performance as measured by persistence, grades, and goal attainment" (graduation or transfer). Many respondents indicate that internal governance reviews focus on discussion of issues related to supporting students and their learning process. Incidences of making changes to college-wide process such as Program Review were cited as support for student learning outcomes.

It is clear that administrators from various areas of the campus defined the value of their work in terms of providing support for students and their success. However, there were few responses making a connection between the work of managers and staff and specific student learning outcomes (certainly Student Services teams were the most specific of all respondents).

One instructional manager noted the following:

> Managers in this division office work closely with Department Chairs to encourage student learning as a top priority in our work together. We do not generally get involved with specific learning outcomes. This is a department-level issue that needs to be addressed by faculty working with students. Managers in this office have gone for training and information sessions in various venues on student learning outcomes to become familiar with the concept, but to our knowledge there is no specific institutional-level initiative for implementing student [learning] outcomes that directly affects division office work.

Another instructional manager noted that "we are just in the beginning stages of developing SLOs for our area."

A review of survey responses to this item indicate that while most administrators generally define governance in their areas as collegial problem solving and many saw their efforts as connected to supporting students in their educational process, most do not articulate the development of institutional goals for student learning outcomes at the management level. The primary view is that the development of SLOs is the responsibility of the faculty who work directly with students, and administrators provide support and encouragement for that effort.

Summary of Collected Data

In order to assess the institution's effectiveness in empowering and encouraging individuals to participate in decision-making, the following statements must be considered:

1. It is important to make a distinction between participation in campus governance processes and participation in decision-making occurring at the team or unit level. While there is a great deal of uncertainty and even some negative perception about individual participation on the institutional level of governance, there appears to be ample opportunity for participation on the team level and encouragement for team members to become

involved in problem solving and internal decision-making processes that can make an impact on decision-making at higher levels.

2. Committees that have long been identified as governance committees appear to have a strong symbolic value in terms of participation in formal governance processes. Managers report that they encourage team members to join such committees as a way of participating, and preliminary governance survey responses indicate that learning about decisions made on governance committees is important. This model of participation has for many years been central to what people have understood to mean "governance."
3. Information regarding important issues being addressed at the institutional level, especially regarding decisions that affect individual work assignments, is important to employees at Mt. SAC. At the same time that preliminary survey data suggest that many individuals do not receive as much information as they wish to have; and OSS survey data confirms that less than half agree that Mt. SAC communicates effectively; other survey data suggest that informal communication is central to individuals at the team or unit level. At that level, avenues of communication may be more satisfying and relevant in meeting needs arising on an everyday basis.

IV.A., IV.A.1. – Action Plan

- Team leaders need to strengthen the communication at the team and unit level.
- The President's Advisory Council needs to assess effectiveness of current modes of communication.
- The President needs to emphasize institutionally the importance of internal decision-making and governance processes.
- The Research & Institutional Effectiveness office will re-distribute the governance survey in two years to determine perceptions of new governance processes. Before the governance survey is used again, the College needs to determine the appropriate population for distribution, make efforts to elicit stronger responses from the managers/ administrators, and review the survey items to determine relevance.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2., IV.A.2.a. – Descriptive Summary

Governance at Mt. SAC has, for many years, been defined as joint responsibility, authority, and decision-making through the collaboration of administration, faculty, staff, and students for the purpose of providing quality college programs. Administration, faculty, staff, and students have representation on governance councils and committees and are represented by different bodies across the campus *(Documents: Revised Shared Governance Structure, August 29, 2002 and Revised Shared Governance Structure, September 27, 2002)*. This definition of governance is being examined by the current leadership of the College. A task force working under the guidance of the President's Advisory Council (PAC) has recommended changes to this concept *(Document: Progress Report to President's Advisory Council, November 19, 2003)*. These changes are still in draft form and can be viewed in the General Recommendations from the Committees Task Force document, dated January 28, 2004. The President has a new vision for the College's governance structure; he believes in relying primarily upon the advice and expertise of individuals directly involved in a particular process. This level of decision-making must be distinguished from campus-wide strategic planning and policy formation *(Document: Committee Task Force Recommendations to President's Advisory Council, Draft, January 28, 2004)*.

The faculty's voice is heard in the Academic Senate and the Faculty Association and brought forward by the respective Presidents. Each department is allowed at least one Senator to represent department views and/or concerns in the Academic Senate. Departments are also allowed at least one Faculty Association representative to voice department concerns and bring forward issues regarding salary and working conditions. The students work within the Associated Students and are represented by this body. The classified unions and the Classified Senate represent the classified staff. The Vice Presidents of the College represent different areas of the

College and meet with the College President in the President's Cabinet. President's Cabinet was formerly called the Executive Management Team. Purpose and function statements for the various groups on campus are defined in AR&P 875.1, which is currently being revised.

The President's Advisory Council (PAC), formerly known as the Leadership Council, is charged with strategic planning, short- and long-term planning, and budget planning. Processes or procedures developed and/or changed in this Council are not academic and professional in nature. All matters that are academic and professional must be presented, debated, and approved by the Academic Senate. Curriculum issues are discussed in the Curriculum and Instruction Council *(See Curriculum and Instruction Council)* and then forwarded to the Academic Senate for approval. Student-related issues and procedure discussions are conducted in the Associated Students. These issues are then brought to the Student Preparation and Success Council for discussion and development before being forwarded to the Academic Senate for approval. Processes that have been approved in the Academic Senate are forwarded to the Academic Mutual Agreement Council for approval and then brought to the President and the Board of Trustees for final approval.

Other important planning committees include the Budget Committee, the Enrollment Management Committee, and the Program Review Committee. Administration, faculty, staff, and students all have representation on these planning committees. The Budget Committee and the Enrollment Management Committee both report to PAC and the Program Review Committee reports to the Curriculum and Instruction Council. This flow of communication keeps everyone informed of budget issues that inevitably affect the goals of the College.

Students participate in decision-making through the Associated Students (AS). A process has been established in the AS to enable students and other members of the campus to propose bills and to make budget requests. Meeting twice weekly, the student senate reviews proposals submitted, discusses them, and votes on the resolutions. Students also consider budget proposals made by faculty members on behalf of special programs involving students (e.g. performing groups in Music, the Forensics program), and they decide how their budget will be allocated. Students take their resolutions and their recommendations for allocating their own budget directly to the Board of Trustees.

Additionally, students have been included traditionally on committees around the campus, including Budget, Matriculation and Assessment, Equity and Diversity Task Force, and Student Preparation and Success. Student senators are each required to represent the students on a designated campus committee. A student is included in the Academic Senate and is encouraged to make regular reports on student activities and student issues. Students are represented on the Board of Trustees with a student trustee, who attends meetings of the AS Senate to keep students apprised of ongoing decisions and important institutional issues. The student trustee also represents the student voice to the Board.

To further include students in campus-wide decision-making, the President of the College meets with the A.S. President and the two A.S. Vice Presidents; this group is called the [A.S.] President's Cabinet. During these meetings, the President's goal is to make students aware of larger campus issues that relate to students and include them in discussions before decisions are made.

Since the hiring of the College President in 2002, changes have been occurring in the governance system. The President's Advisory Council (PAC) has asked committees and councils to evaluate how they are functioning and to recommend changes. A PAC task force was charged with reviewing the efficiency of the committee structure.

Specifically, the task force was asked to:

- review membership on committees for expertise based on committee purpose and function
- review the committee structure based on the definition of governance

This review has produced some recommendations for changes to the current structure. These recommendations are still in draft form *(Document: Committee Task Force Recommendation to President's Advisory Council, Draft, February 4, 2004)*.

The biggest change that has been recommended is the reclassification of committees and/or councils. It has been suggested that all committees and/or councils be classified as follows: governance committees, Academic Senate committees, operational committees, and task force committees. The concept behind categorizing all committees into four types is to simplify the governance structure and the flow of communication throughout the College.

IV.A.2., IV.A.2.a. – Self Evaluation

Mt. SAC provides an opportunity for administrators, faculty, staff, and students to participate in the decision-making process through its governance structure. Governance committees and/or councils have well-defined purpose and function statements and representation from administration, faculty, staff, and students can be found on every committee and council. All committees must pass their work on to the particular council they report to for approval. This limits time spent on discussions and debates regarding important campus-wide issues.

Another result of this structure is that committees and/or councils have become too large for decisions to be made within a reasonable time frame. Issues are being discussed and evaluated by everyone on campus and so policy development can take years to accomplish. An example of this is the development of a wait list for closed classes for students. The Academic Senate first became interested in the creation of a wait list for closed classes in the 1994-95 academic year. This process took approximately eight years from creation to implementation. Most policies and/or processes have not taken that long to be implemented; however, there are examples of proposed policies taking six to eight months to develop. There are also examples of proposed policies getting lost in the process. Governance forms and Board policy forms have been created in order to keep track of proposed policies. These forms require committee and/or council sign-off to facilitate their movement through the process.

Through a yearly review of the policy, Mt. SAC continually evaluates and revises its governance structure. Under the current President, many of the Academic Senate's concerns are being addressed. The concept of "shared" governance is being eliminated, and a new definition of governance at Mt. SAC is being created. Governance committees will be committees where administration, faculty, staff, and students participate in decision-making for the College. Academic Senate committees will work only on issues that are academic and professional in nature. These will consist mainly of faculty, but other groups on campus will have representation on these committees depending on the issues being discussed. Operational committees will be committees working under a Vice President of a particular area and will include individuals from the area. Finally, task force committees will work on a particular task, and when the task is completed, the committee will be dissolved. Since the governance structure has been under review for the last year, there is some uncertainty among individuals across campus as to how to participate in the decision-making process for the College.

Two data gathering tools that were used this year to help analyze the governance process are the Shared Governance survey and the Employee Satisfaction survey *(See Surveys, IV.A.1.)*.

IV.A.2., IV.A.2.a. – Action Plan

- The President's Advisory Council will refine the task force recommendations and implement the modified committee structure.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IV.A.2.b. – Descriptive Summary

The Academic Senate represents the faculty on academic and professional issues. When processes or procedures are discussed and developed by the faculty and are academic and professional in nature, they must be mutually agreed upon in the Academic Mutual Agreement Council (AMAC). This Council consists of the Vice President of Instruction, and the President and Vice President of the Academic Senate. Once approved in AMAC, the proposal is then sent to the Board of Trustees for final approval. The system of governance committees has allowed individuals from different parts of the campus to participate in the discussion of issues important to their work assignment and to participate also in the recommendation of needed changes to college processes *(Document: Mt. San Antonio College Shared Governance Reporting and Communication Relationships, August, 2002)*.

The process for review of curriculum reveals the institutional reliance on the faculty and the Academic Senate for recommendations related to student learning programs. The Educational Design Committee is designated for the purpose of curriculum review and approval. This Committee is headed by two co-chairs, one of whom is the Curriculum Liaison appointed by the Academic Senate, and the other is an administrator appointed by the Vice President of Instruction. A faculty member from each of the instructional divisions is included in the membership of the committee;

therefore, the faculty constitute the majority on the committee. The faculty co-chair has the dominant responsibility for setting the agenda, for facilitating discussion regarding proposed courses, and initiating discussion of needed changes in the review process. The Curriculum Liaison communicates directly with faculty members who have submitted a course, course amendment, or new/amended certificate or major for review. Articulation officers are also included on the committee as is a representative from Student Services to ensure that course review contains multiple perspectives to lend integrity to the process *(See Curriculum Process, II.A.2.a.)*.

The Academic Senate and the Faculty Association have been central to the long-term evaluation of the Distance Learning program. Faculty and administrators have worked together for many months to review problems that had been identified by faculty who were involved in teaching online classes. The moratorium declared by the Academic Senate on the proposal of new distance learning courses in October, 2001 was established in order to give the time necessary for thoughtful review and responsible recommendations to support online learning programs.

IV.A.2.b. – Self Evaluation

Consideration of the appropriate inclusion of faculty in the governance system has led to a number of changes. In years past, the campus experienced a great deal of conflict over the issue of how the faculty should participate in decision-making. The current President has articulated a very clear priority for ensuring that the faculty members assume the responsibility that is appropriate to them. Currently, the Academic Senate President reports that through the efforts of the President, decision-making on issues of "academic and professional matters" has been designated appropriately to the faculty.

The role of instructional administrators in decision-making has also been reviewed under the current President. Given the important perspective the Vice President of Instruction and the instructional managers bring to the consideration of new processes and practices, it has been determined they must be included more consistently in decision-making.

To help facilitate communication between instructional administrators and the Academic Senate, the Academic Senate President has been included in many of the team meetings. Additionally, members of the team are included in various governance committees and relevant task force groups when possible. A liaison from Student Services and a representative from Information & Educational Technology have also been included in regular Instruction Team meetings. Conversely, a liaison from the Instruction Team attends Student Services Team meetings. Joint meetings between Student Services Team managers and the Instruction Team managers have been scheduled as well.

With the system of governance being reviewed and redefined, it is important to consider the appropriate roles of the different teams in decision-making. The size of the College is an ongoing challenge. Joint team endeavors are awkward because the size of the group becomes unwieldy very quickly.

IV.A.2.b. – Action Plan

- None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.3. – Descriptive Summary

It has clearly been the goal of Mt. SAC's traditional system of governance that each constituency would work together for the good of the institution. Every committee and council on campus has been formed to this end. While each of the groups mentioned in IV.A.3 has a particular role to play in governance, their interaction on committees and in councils has facilitated discussion. The traditional governance system's committees bring many different individuals to the table to examine current issues and challenges faced by the College. The benefits of such a system wouldn't be realized if the governance system weren't supported at the uppermost levels of the institution. Much of what is effective in the structure, process, and practice of governance is reinforced by the current Board of Trustees' positive participation. It is through their understanding of the roles they play, their appropriate delegation of authority, and their active cooperation that institutional consistency and integrity are maintained. The proposed changes to governance structures, processes, and practices now being considered also embrace the goal of fostering effective communication among the institution's constituencies.

One of the strengths of this institution is its deep commitment to excellence. According to the OSS, 97% of employees take pride in their work and most are proud of Mt. SAC, the accomplishments of its students, the reputation of its instructional programs, and the excellent workforce it employs. A consequence of this kind of pride is the desire to work together for the good of the institution.

IV.A.3. – Self Evaluation

The College goal of "effective communication" has not been met to everyone's satisfaction. Except for those who sit on committees, a number of individuals on campus do not feel included in discussion. The data collected under IV.A.1 suggest that many, particularly among the classified and faculty groups, want more information about important issues being discussed. How information facilitates an exchange of ideas that impacts decision-making is not clear. A point noted earlier, but one that bears repeating, involves the significant and ongoing efforts to communicate with the campus in many different ways. It appears that for many individuals in this institution, personal communication is the most effective form of sharing information.

This kind of information occurs most often and perhaps most effectively at the team or unit level. While the College addresses the challenge of improving global communication and the discussion of ideas, it needs to emphasize the enormous power of ongoing team and unit-level communication and discussion. The College is organized to support and encourage such communication. Departments have monthly meetings that bring all members together to discuss proposals and issues being brought forth. Management teams meet weekly to do the same. Senate groups meet frequently to share ideas and perspectives; the union groups meet with their representatives to address the important issues arising on the campus. Each of these groups accomplishes in multiple ways the deeper intent of this component of Standard IV. It is critical, therefore, to distinguish between global and local discussions. Both are important and have their place. If the College broadens its perception of "established governance structures, processes, and practices," it may see the importance of local-level meetings in fostering the effective communication and broad participation that ensure campus vitality.

IV.A.3. – Action Plan

- None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IV.A.4. – Descriptive Summary

A questionnaire was developed to elicit information that would help the team assess to what degree Mt. SAC meets this component of Standard IV with the particular external agencies with which they conduct business. A copy of that questionnaire is attached *(Document: Standard IV Leadership and Governance Questionnaire)*.

Subsequently, the team chose a sample, of Division Deans and Department Chairs from these areas to survey, and the following were selected:

- Assistant Vice President, Community & Non-Credit Education
- Dean, Business & Economic Development
- Director, The Training Source
- Dean, Physical Education & Athletic Director
- Associate Dean, Technology and Health
- Chair, Mental Health Technology
- Chair, Medical Services
- Director, Nursing
- Chair, Public Service
- Chair, Radiologic Technology
- Chair, Respiratory Therapy

In an attempt to assess how well Mt. SAC advocates and demonstrates honesty and integrity in its relationships with external agencies, a questionnaire was developed and emailed to Deans, Directors, and Chairs of 12 areas on campus that deal with external agencies.

Eight individuals from the following areas on campus responded to the six, open-ended questions:

- Athletics
- Student Learning
- Community Education
- Business
- Technology and Health
- Mental Health Technology

- Medical Services
- Nursing
- Public Service
- Radiologic Technology
- Respiratory Therapy
- Disabled Student Programs & Services
- Instruction Office and Vocational Education
- Community & Non-Credit Education Division
- The Training Source
- Parent Education Program
- Basic Skills and Special Program
- Emeritus Program
- ESL
- Exercise Science/Wellness Program.

IV.A.4. – Self Evaluation

Overall, the responses to the questionnaire indicate that Mt. SAC has developed solid and honest relationships with the numerous external agencies with whom it interacts. The comments also suggest that these relationships are built on mutual cooperation and collaboration. Additionally, the answers indicate that both parties are systematically searching for ways to improve the services provided.

The following statements are a summary of the responses given to each of the six questions posed on the questionnaire.

1. *The first statement on the questionnaire asked respondents to list the external agencies with whom they had relationships/agreements.*

   Some of the external agencies that Mt. SAC has relationships/agreements with include:

   Hospitals and clinics
   Amateur Athletic Foundation
   City and County of Los Angeles
   Commission on Athletics
   Private companies
   South Coast Conference
   School districts
   Mission Conference
   State agencies
   Covina Parks and Recreation
   CSUs and other private and public educational institutions
   Footlocker
   Adidas
   High school ROP's and Advisory committees
   Nike
   American Bar Association
   In & Out Burger
   California Real Estate Agencies
   California Real Estate Agencies
   L.A. Paralegal Association
   California Department of Education
   National Kitchen and Bath Association
   California Teaching Credentialing Office
   California Fashion Associates
   Interior Design Educators Consortium
   California Community College Chancellor's Office
   Association of Interior Design
   California Endowment
   American Dietetic Association
   Small Business Association
   Several cities
   Department of Rehabilitation (state)
   Several non profit organizations
   Casa Colina Rehabilitation Hospital
   Ambulance companies
   Fire departments
   Cerritos College
   High School Special Education Departments within the Mt. SAC District, Advisory Committee
   El Camino College
   Lanterman Developmental Center
   East Los Angeles City College
   Cities of La Verne, West Covina, and Walnut
   Worksource Centers in Irwindale, El Monte and Rosemead
   Department of Public Social Services
   First Baptist Church
   Department of Children & Family Services
   Military Offices of Recruitment
   Development Department
   Community Based Organizations, all local school districts, CBOs
   California Department of Education as a recipient of the WIA Literacy Grant
   California Polytechnic University, Pomona
   34 off-site locations (Community & Non-Credit Education/Emeritus Program)
   Community & Non-Credit Education/ESL
   University of La Verne
   Chino Valley and Montclair Fire Departments

2. *The second question asked respondents to share the types of documentation that each department has that would describe the relationship requirement, standards and policies.*

   Mt. SAC has several types of documentation specific to each external agency with which it collaborates. These include written contracts, constitutions governing behavior, regulations that direct curriculum content, board regulations, memorandums of understanding (MOU), facility use agreements, grants, contracts for training services provided by the College, grant application, quarterly and annual reports, and notebooks providing all guidelines.

3. *The third question asked respondents to share any challenges that their department faces in order to make Mt. SAC compliant with their relationships/agreements with external agencies.*

   For the most part, respondents listed no challenges in this area. There were, however, a few concerns mentioned. One major concern is that of rising costs and budget cutbacks. For instance, in the athletic area, the Amateur Athletic Foundation wants Mt. SAC to pick up more of the facilities costs, and the South Coast Conference has cut back on contests and referees to accommodate college budget cuts.

   An additional concern was how to deal with funding for the required memberships, the cost of program approval, and site visitations. Also mentioned was the fact that collective bargaining and budget issues can get in the way when an external organization requires reassigned time, office space, clerical help, travel budget, and other items to make the program compliant. As Mt. SAC increases the cost of services and salaries/benefits, these grants face challenges of compliance as they are on very tight budgets. Other concerns mentioned were: difficulty in using the new PeopleSoft System; the rising rental costs from cities and private facilities; and, time and accuracy in tracking the finances, particularly with the conversion to PeopleSoft.

4. *The fourth question asked respondents to share how they have received appropriate support from their various leaders (administrative, division, department, etc.).*

   The answers to this question were very positive and indicated significant support given at every level. Each respondent felt that he or she received support from various sources such as Risk Management; assistance with the negotiation of various contracts; attendance of key administrators at key meetings; provision of office space on campus so that the Department of Rehabilitation counselors can visit the campus and meet with students weekly; administrative and Board of Trustee support for agreements; and fully cooperative divisions and departments. Additionally, the Assistant Vice President of Community & Non-Credit Education provides administrative support as needed, signing documents, and explaining grants as necessary in meetings with peers or superiors. The President signs documents as needed and relies on the Assistant Vice President's review. In every instance, respondents of the questionnaire indicated that they have received adequate and appropriate support.

5. *The last statement on the questionnaire asked respondents to share any recommendations they may have on how to improve their external relationships/support/communication.*

   Overall, respondents stated that within Mt. SAC, relationships/support/communication are excellent and need little or no improvement.

   The following, however, were suggestions made for improvement:

   - to do more with the city's programs, use of fields, etc;
   - to continue marketing Mt. SAC as the first two years of a Bachelor's degree so as to dispel the myth that Mt. SAC is merely an extension of high school;
   - to update Facilities Use Agreements annually; and,
   - to continue working with California Department of Education (CDE), which sometimes has its own, internal communication breakdowns.

   Further, the College continues in its efforts to comply with Commission standards, policies, guidelines, and requirements for public disclosure, self study, team visits, etc. Mt. SAC has responded to recommendations made by the Commission as evidenced by the Reaffirmation of Accreditation letter dated January 26, 1999, the Responses to Mt. SAC's Self Study Plans for Improvement dated November 2001, and the Accreditation Midterm Report dated April 7, 2003.

   One example of the College's efforts to respond to recommendations is in the area of Student and Faculty participation. The prior self study noted that student participation in College governance is not as strong as it could be. A great effort has been made each year to encourage students to participate on governance committees. This year, Associated Students made this a requirement for its members. The challenge lies in coordinating student schedules with committee schedules.

   Another area of concern noted in the previous self study was the internal communication between management groups. An effort has been made to distribute meeting minutes more widely between

different groups and to have representatives of each group attend other meetings. The effect of this is to foster better communication between the six management teams.

Mt. SAC has continued its commitment to public disclosure as evidenced by the publication of the previous self study. The prior study was distributed widely and is available to anyone who has an interest. The College also distributes publications such as the *Campus Connection*, which will contain *Board Briefs* beginning Fall 2004. The web page is continually being revised and expanded. All meetings are conducted in an open forum *(Documents: Board Briefs and Campus Connection)*.

The College meets the Standard.

IV.A.4. – Action Plan

- None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.A.5. – Descriptive Summary

Mt. SAC continually evaluates and revises its governance structure. Traditionally, this annual review was conducted formally with the chairperson of each committee being asked to answer questions on the purpose and function of the committee and the relevance of committee membership. Committee members were typically consulted as the chair determined appropriate responses to the survey questions, and responses were submitted to the Leadership Council (now PAC) for recommendations regarding changes that needed to be made.

IV.A.5. – Self Evaluation

Under the President, this review process has been altered. A task force, serving as a subgroup of the President's Advisory Council (PAC), was assigned to conduct a review of committees and to then submit a recommendation to PAC for consideration and discussion. The review was motivated by fundamental problems in the committee structure (among them an inefficiency that is untenable under budgetary conditions). The subgroup – composed of two faculty members, a manager, and a classified employee – devised a review process that included a survey form modeled after the traditional form that was distributed to current committee chairs. The recommendation made by this task force is included in the documentation provided. Currently, the institution is in the process of communicating to all affected groups the changes proposed in this document. Such communication is meant to be personalized and thorough. Presentations are made to the various groups to allow for the possibility of feedback and responses. *(See IV.B.2.a.)*

In the current review, many of the Academic Senate's concerns are being addressed. The former definition of "shared" governance is being eliminated, and a new definition of governance at Mt. SAC is being created.

Four kinds of committees are being considered in this initial report.

1. Governance committees will be committees where administration, faculty, staff, and students participate in decision-making for the College.
2. Academic Senate committees will work only on issues that are academic and professional in nature. These will consist mainly of faculty, but other groups on campus will have representation on these committees depending on the issues being discussed.
3. Operational committees will be committees working under a Vice President of a particular area and will include individuals from the area.
4. The last type of committee will be a task force. These committees will work on a particular task and when the task is completed, the task force is dissolved. Since the governance structure has been under review for the last year, there is some uncertainty among individuals across campus as how to participate in the College decision-making process *(See IV.A.) (Document: Committee Task Force Memo, March 8, 2004)*.

IV.A.5. – Action Plan

- The President's Advisory Council's efforts made to communicate the review of the governance structure to the broader College community must be continued.

IV.B. Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1, IV.B.1.a, IV.B.1.b, IV.B.1.c. – Descriptive Summary

Mt. SAC's Board policy states that the "Board of Trustees, as the policy-making body of the district, shall set forth such policies as are necessary to govern the conduct of the college and shall define procedures essential to the effective execution of such policies" *(Board Policies, Chapter 2, Section 2010B)*. In addition, the College's current Board members also supervise the review and revision of policies and administrative regulations and procedures *(See IV.B.1.e.)*.

Board policy also states, "The Board of Trustees . . . employs the chief executives and delegates responsibility to them for carrying out the policies established by the Board" *(See IV.B.1.j.) (Document: Board Policies, Preamble)*. At Mt. SAC, the Board remains objective while it assists the President and other administrators as they address the challenges faced by the College.

The Board attempts to reach consensus on all major policy issues. This is true in large part because of their strong commitment to the institution. In addition,the president works with the trustees before Board meetings to review the agenda and answer their questions. The President also sends them an informational update letter each Friday, which strengthens the members' connection to the College and enhances their ability to make informed decisions *(Documents: President's Board Letters, February 6, 2004 and February 12, 2004)*.

With regard to establishing ultimate responsibility for educational quality, Board policy states that "The programs and curricula of Mt. San Antonio College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance" *(Chapter 4, 4020, Board Policy)*.

To ensure that educational programs will maintain acceptable quality, procedures for ongoing review shall include:

- appropriate involvement of the Academic Senate;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.

Board Policy 2010 A. has clearly established the Board's legal duties in this statement: "The Board of Trustees is established by and derives the powers and duties from the Constitution of the State of California and the Statues of California as adopted by the Legislature and issued in the California Education Code, and the directives of the Board of Governors, California Community Colleges, listed in Title V, California Administrative Code." Its general legal responsibilities include establishing and approving contracts for employment of certificated and classified personnel; considering annual budget recommendations prepared by the President and consequently adopting the annual budget for the district; advising management of matters of capital outlay with special reference to buildings, major improvements, and equipment; establishing the necessary policies to assure proper accounting of receipts, disbursements, and balances; and complying

with provisions of the education Code as they pertain to functions of the Board.

To guard the financial integrity of the institution, the Board has declared its policy regarding the general fund budget. Board Policy 6200 states: "The budget shall be considered an instrument of administration whereby the educational program, support services, and operations may be planned with reference to financial expenditures. It shall also be an instrument which reflects the plans and priorities for the college." Board Policy 6200 also states that "annual fiscal year revenues and expenditure estimates shall be developed conservatively with the goal of projecting at least a balanced budget, with preference for adopting a surplus budget each fiscal year. Recognizing that income does fluctuate during the year, it is also the College's goal to manage this dynamic process to assure that actual total income for the year exceeds total expenditures" *(Document: Board Policies)*.

IV.B.1, IV.B.1.a, IV.B.1.b, IV.B.1.c. – Self Evaluation

The College meets the Standard.

IV.B.1, IV.B.1.a, IV.B.1.b, IV.B.1.c. – Action Plan

- None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedure.

IV.B.1.d. – Descriptive Summary

Board policies have clearly established components listed regarding the Board of Trustees.

Chapter 2 contains the following:

- Membership of the Board of Trustees (Education Code Section 72023) is explained in Sections 2010, 2015, 2105. The Board of Trustees consists of five members elected at large for terms of four years. Terms of members expire for two members one year and three members the next succeeding odd-numbered year. Also included on the Board of Trustees are the Student Representative (Sections 2015 and 2105), the President of the Academic Senate representing the faculty, and the President of the Classified Senate representing the classified employees.
- Section 2010 B. delineates the major responsibilities of the Board. Section 2210 and 2220 include duties of the President of the Board, Secretary to the Board, and committees of the Board.
- Public and closed sessions, special and emergency sessions, quorum, agenda, speakers, decorum, and minutes are explained in Sections 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360 *(Document: Board Policies)*.

IV.B.1.d. – Self Evaluation

The College meets the Standard.

IV.B.1.d. – Action Plan

- None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.e. – Descriptive Summary

The last major revision to the "Policy of the Board of Trustees of the Mt. SAC Community College District" was approved in 1993. Revisions to sections of the policy handbook have occurred since then, but a wholesale re-evaluation has not been conducted. When revisions are made, they are printed and distributed by the President's office to the appropriate members of the College community (all management, staff, and leaders of various constituency groups).

IV.B.1.e. – Self Evaluation

When they are faced with an important decision, Board members review current policies to ensure consistency in their actions and determinations. Because the policies have not been reviewed recently as a whole, trustees are working with various members of the College community and a consultant to scrutinize the policies and to provide recommendations for changes *(Document: Background and Overview)*.

The Academic Senate has been traditionally involved in the revision and implementation of the AR&Ps in any area in which academic and instructional issues are discussed. In this process of reviewing Board policies, it has been determined that the [Mt. San Antonio College]

Administrative Regulations and Procedures (AR&P) will be reviewed by the President's Advisory Council. The plan is to have their recommendations reviewed by the constituent groups for accuracy. Additionally, the plan for re-examination of the Board Policies manual has been developed and is in the process of implementation *(Document: Mt. SAC Board Policy Chart by Community College League of California [CCLC] Policy Numbering)*. It focuses on aligning current policies with the recommended policies developed by the Community College League of California (CCLC), in conjunction with recommendations made by the College's legal counsel, Liebert, Cassidy & Whitmore by Fall 2004. Mt. SAC is a member of the Board Policy and Administrative Regulation Subscription Service coordinated by the CCLC.

Seven chapters of the CCLC recommended the Board Policies manual include the following sections:

A. College Mission
B. Board of Trustees
C. General Institutional
D. Academic Affairs
E. Student Services
F. Business and Fiscal Affairs
G. Human Resources

The "Board Policy Timeline" indicates the review process in more detail. This timeline also coincides with the College's accreditation cycle *(Documents: Chart of Board Policy Approval Process and Board Policy Timeline)*.

To facilitate the review process, the College has hired a consultant who has taken the suggested policies from the CCLC and contrasted them to Mt. SAC's current policy handbook. Subsequently, this consultant is making suggestions for changes that are reviewed appropriately by various groups determined to be appropriate by the President including the College legal counsel. Additionally, the Comparison of CCLC Policy Handbook to Mt. SAC Policies gives an accurate depiction of the areas identified for change and a status column to monitor the process *(Document: Mt. San Antonio College Comparison of CCLC Policy Handbook to Mt. SAC Policy Handbook)*.

IV.B.1.e. – Action Plan

- None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.f. – Descriptive Summary

Thus far the President has focused on ensuring an effective working relationship with the Board. To best serve the institution, new Board members and new student trustees are given orientation handbooks, but more importantly, new trustees meet regularly with the President to discuss their roles in college administration.

All trustees are encouraged to attend statewide trustee meetings. There is also an annual Board retreat at which new members receive informal training regarding their roles from their Board colleagues and from the College President. The President also sends a weekly Board letter on Friday afternoons to keep the Board informed of activities and to give informational updates *(Document: President's Board Letter, February 12, 2004)*.

Terms of office for Board members are staggered according to Board policy. Terms of members expire for two members one year and three members the next odd-numbered year.

IV.B.1.f. – Self Evaluation

The College meets the Standard.

IV.B.1.f. – Action Plan

- None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

IV.B.1.g. – Descriptive Summary

Until recently, the College has not had a documented Board policy regarding performance assessment, and Board members have regularly evaluated their performance in an informal manner. In an effort to implement its policies with integrity, the Board has carefully reviewed related processes or policies to ensure compliance. Additionally, Board members have worked closely with the President in the last several months to

evaluate and clarify their role in the College decision-making processes.

IV.B.1.g. – Self Evaluation

In March 2004, the Board of Trustees approved Policy 2745, Board Self Evaluation, "The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

The Board of Trustees will conduct a self-assessment process every two years to include:

A. The completion of a self assessment instrument by each member of the Board.
B. A discussion of the compilation of the results.
C. The development of a set of objectives for the next year (or next two years)."

The College meets the Standard.

IV.B.1.g. – Action Plan

- None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

IV.B.1.h. – Descriptive Summary

The Registrar Recorder at the county office distributes information regarding the regulations that govern elected officials and the voting process. This office also handles financial reporting. There are a series of forms to complete regularly, including a conflict of interest statement that elected officials, including Board members, must adhere to. Board members provide all necessary information to the Registrar required by these forms and thus go on record to declare who they are to the public.

In addition, Board members are expected to adhere to the College's Board Policy 2715 Code of Ethics/ Standards of Practice.

IV.B.1.h. – Self Evaluation

The College currently has no policy for dealing with Board member conduct that violates its Code of Ethics, but, as stated in IV.B.1.e., the Board is undergoing a comprehensive review of its policies to ensure that all necessary components are included in its policy statements.

IV.B.1.h. – Action Plan

- See. IV.B.1.e.

IV.B.1.i. The governing board is informed and involved in the accreditation process.

IV.B.1.i. – Descriptive Summary

The President has been empowered by the Board to organize the process for preparing the self study report in compliance with current accreditation standards. The President has informed the Board about the plans in place and has reviewed with the trustees the status of work on this project. Additionally, a trustee was consulted regarding Standard IV focusing on leadership and governance. He was involved particularly in the development of the materials included under IV.B.1., which pertain directly to the Board of Trustees.

The Board of Trustees will approve the 2004 self study document before its submission to the Commission.

IV.B.1.i. – Self Evaluation

The College meets the Standard.

IV.B.1.i. – Action Plan

- None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator. . . (most often known as the president) in a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

IV.B.1.j. – Descriptive Summary

The Board of Trustees has assumed the responsibility for selecting the President/CEO. The preamble of the Board Policies manual states very clearly that "The Board of Trustees is the policy-making body which employees the chief executives and delegates responsibility to them for carrying out the policies established by the Board." For the most current presidential selection process, a

committee was appointed to work with an outside consultant in the processes of recruitment, determination of criteria for screening, processing applicant packets, and initial interviews of potential candidates for the position. This committee included representative faculty, managers, classified staff, and community members. In addition, the Vice President of Human Resources was a non-voting member and Diversity Representative to the committee. When the committee submitted the names of three final candidates, the Board established its own interview and selection process for each of those candidates. The Board then selected the current President to serve as chief administrator.

Subsequently, the Board has worked with the President to develop a strong working relationship. In doing so, the Board of Trustees has established policies consistent with the Mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board has appropriately delegated authority to the President to administer Board policies without Board interference. The Board also holds the President accountable for the efficient operation of the College.

An example may be seen in the President's current efforts to re-examine the governance system *(See IV.B.2.)*. Board policy on shared governance states that "Shared governance is defined as joint responsibility, authority, and decision-making through the collaboration of faculty, staff, and students for the purpose of providing quality college programs. Appropriate members of the College shall participate in planning for the future, and in developing policies, regulations, and recommendations under which the College is governed and administered." The policy further states that "college standing and ad hoc committees shall be structured to include appropriate representation by faculty, management, classified staff, and students, when matters considered are within their purview." (Chapter 3, 3255, Board Policy) The review process of the governance committee structure respects these policies and general principles, while attending carefully to the institutional priority for making efficient and wise use of college resources.

IV.B.1.j. – Self Evaluation

The Board of Trustees understands its policy-making role and has appropriately delegated authority to the President.

The President reviews agenda items with Board members before Board meetings. Board members, in turn, refer any inquiries brought directly to them back to the President or to the appropriate office for resolution.

IV.B.1.j. – Action Plan

The President will continue his practice of informing Board members regularly and promptly about College operations.

IV.B.2. The president has primary responsibility for the quality of the institution he leads. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2., IV.B.2.a. – Descriptive Summary

Mt. SAC's Board Policy 2430 stipulates that the Chief Executive Officer's primary responsibility is to the institution, and the College's President has taken numerous steps to assure the staff, students, and community of his dedication to that policy. The effectiveness of his leadership is due to his focus on communication and appropriate delegation of responsibility while he seeks to improve all levels of college operations. This focus is also the driving force behind the President's Advisory Council's (PAC) fundamental role in the College's strategic planning processes and his own emphasis on the team structure *(See Planning, IV.B.2.b.)*. The President's efforts to bring individual responsibility and direct communication to bear in the College's organizational structure are apparent in his Advisory Council's review of governance, his consideration of staffing levels, and his decision to connect credit with Community & Non-Credit Education. It was also apparent in his recent decision to remove himself from the Academic Mutual Agreement Council.

The President's positive perspective and effective leadership skills are also evidenced in his involvement in the selection and development of personnel. During the College's recent initial search for a Vice President of Instruction, he met numerous times with the Hiring Committee members and advised them during a difficult selection process.

He has rewarded staff and faculty efforts to continue the Staff Development program in spite of severe funding shortages by transferring a manager from another area of the College effective Fall 2004. He also believes Board members benefit from professional development and, consequently, has arranged for retreats focused on improving their connection to and understanding of the institution.

Currently, in addition to the governance review, the President is leading multiple initiatives on campus for the assessment of institutional effectiveness. For example: PAC is considering the creation of an Institutional Effectiveness committee *(See PAC, IV.A.5.)*, the President has been working with Board members to clarify their roles *(See Board, IV.B.1.g.)*, and the Budget Committee is evaluating the budget process.

IV.B.2., IV.B.2.a. – Self Evaluation

When the President arrived at the College in September of 2002, he was faced with a difficult task. He had to establish a system of governance which was clearly inclusive and appropriately organized. In his view, this was the only way to re-build the foundation of trust that had been damaged by the College's previous governance system. His pivotal initial step was to make the President's Advisory Council (comprised of faculty, managers, and classified staff from across the institution) the primary planning body on campus *(See Planning, Self Evaluation I.B.)*. The President's consistent emphasis on effective communication, individual responsibility, and improvement of the organizational structure has prompted such processes as: PAC's governance review *(See PAC, IV.A.5.)*, an examination of staffing levels, and the creation of a stronger link between community/non-credit, and academic areas.

With the retirement of the Vice President of Community Education, the Community Education and Economic Development segment of the College was reorganized to integrate the non-credit and credit components of the College. An Assistant Vice President of Community & Non-Credit Education position reporting to the Vice President of Instruction was established so that non-credit was structurally connected to the credit side of the house. Additionally, the Economic Development component was incorporated into the Business Division. The College schedule of classes will contain both credit/community non-credit education classes in Spring 2005.

The loss of some key administrative staff as a consequence of the early retirement incentive, as well as resignations that have occurred, made it possible to address staffing issues. An example of this is in the restructuring of the Humanities & Social Sciences Division, an instructional division that was significantly larger than the others with the same administrative structure. This Division will be split into two Divisions: the Arts Division (containing Music, Art, and Theater) and the Humanities & Social Sciences Division (containing American Language [credit ESL], Communication, English, Foreign Languages, History/Geography/Political Science, Philosophy and Sociology, Psychology and Education, and American Sign Language).

In addition to its primary purpose, PAC's governance review has also prompted a demonstration of the positive impact of direct and timely communication. This may be seen in the events following the February 2004 release of recommendations made by the PAC task force for governance review. When the draft of recommendations was distributed to the Instruction Team (composed of the instructional Deans and Associate Deans and chaired by the Vice President of Instruction), a number of concerns were raised immediately. When the President became aware of this, he met with those managers at their next regularly scheduled meeting to address their concerns (February 25, 2004). He has also made himself available to talk to all employees through open forums, open office hours, and meetings with various groups *(Document: President's Open Forum Flyer, March 22, 2004)*.

The President values the team structure, and he prefers that individuals work closely with their respective Vice Presidents and within their constituencies to voice their concerns *(See Teams, IV.)*. This emphasis on the team structure as a means of effective communication and decision-making does not mean that the President has removed himself entirely; he has simply created a more effective process for local input, reserving his own input for global issues. The President plans an institutional agenda in close consultation with the teams who meet regularly to review current issues, current area functioning, and current challenges to optimal functioning. He is responsible for coordinating the input of information and establishing the priorities and direction for the College. As external and internal changes create mixed opportunities and demands, the President works with the administrative teams to ensure that decisions are consistent with the mission of the College and the policies of the Board of Trustees.

In addition, the President believes that the changes in the committee structure currently being considered will

be effective in shifting and clarifying managers' responsibilities. The President's Advisory Council Meeting Notes from February 18, 2004, contain this statement:

> [The President] reiterated comments made at earlier PAC meetings that one of the goals of reducing the number of college committees is to put decision-making responsibilities where they belong, which is ultimately that middle managers will have the authority to make the decisions that they should have been making all along, but because the process has become convoluted, they haven't been able to do that. The reduction of committees should strengthen the role of middle managers to make decisions.

He also demonstrates a significant respect for the role of faculty and staff in decision-making processes based on AB 1725. In his view, AB 1725 is intended to give people a voice in decision-making. Reports from the Academic Senate President and the Faculty Association President indicate that the President has been successful in this regard as the level of trust has improved greatly campus-wide. The Academic Senate President cites the change in the Academic Mutual Agreement Council as an example of the trust the President holds for faculty leadership. This Council previously included the College President and Vice President of Instruction and the Academic Senate President and Vice President and now, at the President's request, consists only of the Vice President of Instruction, Academic Senate President and Vice President.

While the President has been a vocal supporter of delegation of authority in decision-making to appropriate individuals or groups, he does step in when necessary to assist those in need of his expertise. The Fall 2003 selection process for the Vice President of Instruction was such an instance. When the candidates who were put forward for the final interview were not of the caliber he deemed appropriate for the position, he met with the committee members, expressed his concerns, and explained that the search would begin again and continue until they could find the right candidate.

The President's effort to assess the institution's effectiveness is a testament to his strength as a leader. His fundamental respect for staff and genuine desire that the College be the best it can be have been the catalysts for a significant change in the atmosphere on campus.

IV.B.2., IV.B.2.a. – Action Plan

- The President will continue to work closely with Vice Presidents to clarify their responsibility in decision-making.
- The President will continue to work closely with faculty leaders and the President's Advisory Council to re-examine the current governance system and make it more streamlined and efficient.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts**

IV.B.2.b. – Descriptive Summary

Establishing a Collegial Process

The President believes that the President's Advisory Council (PAC) is the most efficient and effective forum for addressing campus-wide issues. His initial review of the Leadership Council that preceded the current body led to the conclusion that the College was not effectively differentiating between issues and decisions that needed to be dealt with locally and the broader decisions that needed to be dealt with globally. The Leadership Council was structured according to the previously used governance model, and thus people were included on the basis of their position in the College rather than for their ability to address global issues. The Leadership Council was disbanded, and the President's Advisory Council was formed. It has served as the highest-level advisory body to the President.

In addition, the Budget Committee has been re-examined to ensure that it has the appropriate representation in its membership. The College has made the Budget Committee advisory to PAC to establish a stronger link between budget and planning. These are now more integrated, more formalized processes. The President considers this structural change a significant improvement. This is especially

true given the historical difficulty of delineating the relationship between budget allocations and planning. The planning process should drive the budget, and this change of relationship for these two advisory bodies means the College is making more efficient and effective decisions.

When he came to Mt. SAC, the President found a convoluted governance structure and decision-making process based on a complex structure of committees with rigid rules for determining membership by constituencies.

The guiding principles for making decisions to change the structure of committees for more effective and efficient decision-making are stated by the President as follows:

- Ensure a structure that allows for ongoing review.
- Revisit plans written in the past and check for current relevance.
- Bring in committees that are properly constituted to meet their purpose and function.
- Question goals for current relevance.
- Redefine guidelines for how people do their work (e.g.,"it's okay not to do everything.").
- Encourage every person to determine their most effective level of functioning.

The President understands the functions of the College's councils and committees, and he appreciates the contributions they have made. His re-evaluation of the current structure is not designed to diminish or de-value their hard work; the review is based on the principle that it is important each group understands its role in the overall operation of the College in order to make decisions efficiently and effectively. This serves as the foundation for participative decision-making. Although this issue is being addressed head-on, the President believes that implementation of a process that involves fundamental changes in how people see their roles involves time.

Research and Analysis

The evaluation of the functioning of the institution has shifted to emphasizing opportunities for assessment by conversation – interview and dialogue – as well as documentation of outcomes of the processes. One way that the College has shown a commitment to establishing accountability in decision-making is to invest institutional resources for high quality research data to help guide decision-making. Examples of allocating resources to this end are the surveys on student satisfaction and the more current OSS employee satisfaction survey (referred to earlier in Standard IV). The College has also invested resources to investigate a foundation for implementing student learning outcomes in responsible way *(See SLO Steering Committee, II.A.1.)*.

Another way the College has shown a commitment to accountability is its emphasis on acknowledging problems and making appropriate changes. An example of this is the issue of hourly employees. With the passage of AB 500, Mt. SAC was confronted with a hiring practice that was not in compliance with state-mandated guidelines. The College hiring practice was thoroughly investigated and revised.

Processes for Evaluating Overall Institutional Planning

The President expects that the decisions be made within the appropriate areas. He prefers that faculty/staff work with their Vice Presidents and constituencies to address their concerns.

For global decisions, the President, in conjunction with PAC, will solicit all needed consultation and information and will align with the most informed recommendations. He has worked diligently to create a sense of accountability among the various individuals participating in the College decision-making.

IV.B.2.b. – Self Evaluation

The College meets the Standard.

IV.B.2.b. – Action Plan

- None.

IV.B.2.c. The president assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

IV.B.2.c. – Descriptive Summary

The President is delegated the authority to implement all appropriate statues, regulations, and governing Board policies. He has also devoted attention to a review of institutional practices to assure that they are consistent with the College's mission and policies. A number of general elements of this review have been identified and described in IV.B.2. to give the overall picture of

presidential leadership and accountability implicit in IV.B.2.c.

IV.B.2.c. – Self Evaluation

One further example may serve to illustrate the President's commitment to ensuring that college practices are consistent with institutional mission and policies. A facilities plan created by the prior administration provided for a 44,000 square foot building to be devoted to the non-credit ESL program. This building was planned to bring together the disparate components of a program that served the community's needs and had grown significantly in the last several years. The President re-examined this plan and the institutional practice of support for non-credit programs. Concern for the institutional mission and responsibility for support of multiple programs prompted the President to determine that the College's plan for this building did not meet its established mission: "to provide quality transfer, career, and life-long learning programs and prepare students with the knowledge and skills needed for success in an interconnected world."

With a view to establishing greater balance between credit and non-credit programs and to supporting student progress from non-credit to credit programs, the President made the decision that this building and institutional resources would be better utilized by bringing together related instructional programs. Administrators from ESL, Community & Non-Credit Education, and Humanities & Social Sciences were asked to work together with the Director of Facilities Planning & Management and the architects involved in the project to facilitate a change in plans that would allow the building to function more appropriately as a Language Center building, bringing together not only the non-credit ESL but the credit ESL program (American Language Department), the Foreign Languages Department, and the Sign Language Department. The same process was employed to re-examine the part of the building designated for health programs.

This example reveals the functioning of the President on the dimensions articulated in IV.B.2:

- The President assumed responsibility for implementing governing Board policies, regulations, and statues by reviewing plans made for facilities. His review of the facilities master plan was based on close attention to the mission of the College and the institution's responsibility for wise use of resources on behalf of students.
- The President relied on the expertise of administrative staff to make recommendations for planning the change.
- The decisions regarding facilities reflected institutional commitments to supporting instructional programs within a clearly defined mission and to honoring institutional priorities for serving the needs of multiple student populations.
- The timing of the decision allowed major changes in the function of a building with minimal changes in cost to an ongoing building project.

IV.B.2.c. – Action Plan

- None.

IV.B.2.d. The president effectively controls budget and expenditures.

IV.B.2.d. – Descriptive Summary

In consultation with appropriate administrative staff, the President makes annual budget recommendations to the Board of Trustees for review and approval. Budget and expenditures are carefully monitored and regular reports are prepared for Board review. Budget decisions are guided by the institutional mission and the priorities that result from its implementation. In this way, the budget is considered an "instrument of administration whereby the educational program, support services, and operations may be planned with reference to financial expenditures. It shall also be an instrument which reflects the plans and priorities for the college" *(Chapter 6, 6200, Board Policy)*.

IV.B.2.d. – Self Evaluation

Shortly after the arrival of the current President, the College was hit by the state's budget crisis and the consequent decreases in expected funding levels. At his direction, budgetary decisions were made in light of the College's mission and goals. Over the last year and a half, the President has worked closely with the Vice Presidents, campus leaders from all constituencies, and the appropriate teams to gather information that can be used to make wise decisions for budget reductions. The principles that guided the decisions were the commitment to protecting instructional programs and the commitment to protecting individuals on campus who had contributed to the success of the College and its instructional programs.

IV.B.2.d. – Action Plan

- None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

IV.B.2.e. – Descriptive Summary

The President is a dynamic college representative; he understands the value of community support in the College's fundraising efforts and of community input in the College's long term planning process. He has spent a great deal of time getting to know community leaders and has met with every significant group in the surrounding community. He has been successful in establishing connections with all the cities in the district. He has also attended the Diamond Bar and Walnut city council meetings and met with the city managers and mayors. In addition, he has encouraged the Board of Trustees members to meet with city council members to solidify the College's community connections and to reinforce the importance of the community's perspective in college planning.

IV.B.2.e. – Self Evaluation

The College meets the Standard.

IV.B.2.e. – Action Plan

- None.

IV.B.3. In multi-college districts or system, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

This Standard does not apply.

List of Available Evidence

Building On Our Strength

MT. SAC

List of Available Evidence

Copies of all documents are available in the Library vault. Documents that are in *italics* are available on Accreditation web site, http://elearn.mtsac.edu/admin/accreditation/ImpDocs.

12-Month Counselor Contract Revisited
1998 Alumni: Two-Year Post-Graduation
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- 301.3 - Academic Employee Selection Procedures (Full-Time)
- 305 - Faculty Duties and Responsibilities
- 400 - Classified Personnel
- 500 - Educational Program
- 503 - Program Management
- 512 - Acceptance of Domestic Coursework from Accredited Colleges and Universities in the United States (10/03)
- 600 - Student Affairs
- 704 - Purchasing - Administrative Services Office Procedures
- 855 - Application for Participation in the Mentor Program
- 875 - Shared Governance

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58301 - Proposed Budget; Hearing; Notice; Publication
58305 - Tentative Budget; Filing; Contents; Computation of Tax Levy; Filing and Approval of Final Budget
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Campus Climate 2003 Vol. 5 No. 7
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MT. SAN ANTONIO COLLEGE
Accreditation Self-Study 2004

Art direction and design: **John Lewallen**

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