



August 23, 2010

To: Dr. Brian King, Team Chair
Ms. Dominique Hansen, Team Assistant
Accreditation Visiting Team Members

Cc: Dr. Barbara Beno, Executive Director, ACCJC

From: Dr. John Nixon, President/CEO
Dr. Virginia Burley, Vice President, Instruction and ALO

Re: Developments since the completion of the institutional self study

The purpose of this memo is to provide updates on major components of the college's work since the completion of the institutional self study in March 2010 and to provide some additional relevant information.

THE STATUS OF THE COLLEGE MEETING THE TWO UNMET STANDARDS

The college reported in its 2010 Self-Study for Reaffirmation of Accreditation that it does not meet Standard II.A.2.i.: "The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes." As such, the college has begun its work to ensure that it reaches its goal of meeting this standard by the 2012 deadline set by the Commission. A plan for creating student learning outcomes for all degrees and certificates is in progress, and the progress towards meeting the standard will be monitored and will allow for improvements.

In spring 2010, the college revised its program review software, TracDat, to include a field for entering degree and certificate SLOs. This change is evidence of a college wide understanding that the SLO process is inclusive of degrees and certificates. In fall 2010, interdisciplinary workshops will continue to be held so as to allow faculty to discuss and to make decisions about SLOs for AA degrees. These workshops will mirror the AA degree creation workshops held in spring 2009. One associate in arts (AA) degree that was currently revised by an interdisciplinary taskforce, the AA in Communication, includes degree specific SLOs. The process by which the SLOs were decided upon was collegial, and it should work as a model for the interdisciplinary workshops that will be continued in the fall.

The college reported in its 2010 Self-Study for Reaffirmation of Accreditation that it only partially meets Standard 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.” As such, the college has begun its work to ensure that it reaches its goal of fully meeting this standard.

CSEA-ADMINISTRATION RE-EXAMINATION OF THE SELF-STUDY

During several weeks in 2010, the CSEA 262 and Administration discussed further refinement to the self-study as well as Standard IV.A.1. The refinement reflected edits needed to clarify some aspects as noted below. The discussion around Standard IV.A.1 focused on tangible directions that are needed also as reported below. The time together for these discussions proved to be fruitful for both groups.

1. I.B.4. (p. 105, first paragraph) The report states that the College Information Technology Master Plan is being drafted and will be on the web for employee comment in 2009 to 2010. While the IT Master Plan was posted to a web page, no effort to communicate this fact and solicit input from the campus community was made.
2. IV.A. (p. 297, self-evaluation, first paragraph) Self-Evaluation indicates that college-wide governance committee structures, including the Academic Senate, the Classified Senate, and Associated Students, enable the institution to identify institutional values, to set and to achieve goals, to learn, and to improve. The “California School Employees Association” should be substituted for “Classified Senate.”
3. In the IV.A.1 Descriptive Summary (p. 298) under the list of committees and councils the “Classified Senate—executive boards and representative bodies” should be deleted.
4. Also in IV.A.1, paragraph 8 (p. 299), the first two sentences should be amended to read: “Classified employees are exclusively represented by the California School Employees Association (CSEA) for the purpose of collective bargaining, governance, and representation. The two CSEA Chapters, 262 and 651, work closely with the Classified Senate and appoint classified members to campus-wide committees, hiring committees, and ad hoc committees as needed.”
5. In IV.A.1 Self-Evaluation (p. 300), the “California School Employees Association” should be inserted in the list of groups of leaders that help create an environment for empowerment, for innovation, and for institutional excellence.

6. In the IV.A.2.a Descriptive Summary, paragraph 3 (p. 302), the third sentence should read as follows: CSEA is a member-run organization and is the exclusive representative of classified employees in matters of college governance and bargaining on matters of salary, benefits, and working conditions.
7. In the IV.A.3 Descriptive Summary, paragraph two (p. 304), the second sentence should read “The two chapters of the California School Employees Association (CSEA) represent classified employees in employee/employer relations, collective bargaining, and campus-wide governance. The two CSEA Chapters, 262 and 652, appoint classified members to campus-wide committees, including hiring and other ad hoc committees as needed.

Strengthening Involvement in Planning and Governance for Classified Employees

Standard IV.A.1. Planning Agenda

To strengthen the participation of and to create a more positive environment for classified employees in planning and governance, the College will collaborate with CSEA leaders to develop and implement a more detailed planning agenda that will enable the College to meet the Standard fully. Key to the planning agenda will include:

- Revise the process for review of new and revised Administrative Procedures and Board Policies to ensure that classified employees have a stronger role in representing the impact of changes for their respective groups.
- Stronger management support for meaningful and systematic inclusion at the unit level of classified employees in institutional planning efforts (e.g., Planning for Institutional Effectiveness, master plans as appropriate under statute and regulations recognizing that educational master planning is under the primary responsibility of the Academic Senate, building plans) that identify goals, accomplishments, and challenges to meeting those goals.
- Resolve issues that marginalize or dilute the voice of classified employee representatives on college committees or other task-based groups.
- Implement professional development training opportunities for classified and management employees to support more effective participation on committees.
- The President shall ensure opportunities for classified participation in governance and institutional processes within a positive institutional work environment that maintains the value of the contributions of classified employees as part of their service to the college.

Strengthening Communication with Classified Employees

Subsequent to completing work on the Self-Study Report, additional work has been done to thoughtfully consider strategies for improving communication with classified employees that will allow the College to meet Standard IV.A.3 more fully. The college will collaborate with CSEA leaders to develop and implement a more detailed planning agenda that will enable the College to meet the standard fully. Planning Agenda components developed in conversations with classified employee leaders include:

- Create appropriate mechanisms for regular communication with classified employees of issues and local planning ideas being considered by the College for change and improvement. These structures would allow classified employees to bring their considerable expertise at the operations level to bear in enabling the college to make more effective decisions in solving identified challenges.
- Solicit feedback from focus groups composed of classified employees about strategies for communication they find the most effective and follow up on the findings with systematic structures that facilitate dialogue.
- Review progress made in implementing this planning agenda by June of 2011 to determine the effectiveness of these strategies.
- Develop and implement a formal structure (e.g. classified mutual agreement council) to allow for discussion and resolution of [non-negotiable] issues occurring for classified employee groups with the District.

BUDGET ACTIONS

At its June, 2010 Board meeting, the Trustees approved the tentative budget for 2010-2011. Through the hard work and sacrifice of faculty, classified staff, and managers, the college has accomplished what it set out to do a year ago – reduce expenditures to offset (at least partially) reductions in revenue from the State. The projected ending balance of budgeted dollars not spent in 2009-2010 is approximately \$12 million. Historically, the college has been surprised some years by an ending balance that is much higher than assumed or projected due to unanticipated increases in revenue. However, this year’s significant ending balance is due exclusively to actions planned and executed through collaboration, creativity, and commitment among all constituent employee groups at the college. Achieving the expenditure reductions truly is something to celebrate.

The ending balance, or one-time funds, will allow the college to close the gap between operational revenue and expenditures and partially to backfill cuts to the categorical programs for one more year, while maintaining the Board-mandated reserve. This year’s ending balance, however, does not solve the college’s structural budget problem. For 2010 to 2011, the gap between operational revenue (assuming that revenue will not decline from the Governor’s proposed budget for the year) and ongoing expenditures is between \$4 million and \$5 million, and that gap does not include cuts to the categorical programs. If the college were to achieve no more expenditure reductions, and if it were to assume the same level of income for 2011 to 2012, as it is anticipating for 2010 to 2011, the available one-time funds (reserves) would fall well below ten percent, and that assumes not having the need to backfill cuts to the categorical programs in 2011-12. Consequently, the collaborative work to reduce expenditures continues.

The college will continue the (soft) hiring freeze, recognizing that also it will continue to fill positions for which vacancies seriously impair the delivery of programs and services. The college will continue to evaluate and implement suggestions for cost savings that were suggested last year through a process coordinated by the Budget Committee, and it will continue to work with the unions through collective bargaining to explore cost

savings options. To the extent the college is able to generate one-time and ongoing savings next year, the fiscal challenge of 2011 to 2012 will be mitigated. It is only ongoing cost savings (for example, the elimination of a position from the budget, as opposed to freezing a position and maintaining funding in the budget) that acts to balance the budget.

One-time funds (reserves) can close budget gaps, but the college recognizes that one-time funds are available one-time and are not ongoing. Consequently, the challenge of ongoing expenditures exceeding ongoing revenues will remain with the college, unless it reduces ongoing expenditures to match ongoing revenues, or until ongoing revenues rise to meet ongoing expenditures. As such, the constituent employee groups at the college will continue to work together to find solutions to the fiscal crisis that maintain the quality of the college's programs and services and that preserve employment for the Mt. SAC family.

NEW BUDGET INFORMATION WEBPAGE

In an effort to consolidate budget-related information and make it more easily accessible to Mt. SAC employees, the college has launched a new webpage: *Mt. SAC Budget Information* (<http://inside.mtsac.edu/budget/>). It contains links to the current budget, the tentative 2010 to 2011 budget, cost-cutting measures, senior management budget updates, information relative to the 4/10 work week (and related MOUs) implemented for summer 2010, as well as a resource link to state budget matters. This site will be updated regularly as new information and documents are released.

GEO AND SLO UPDATE

The college received some exciting news about its outcomes assessment endeavors. The Promising Outcomes Work and Exemplary Research (POWER) awards are given for work in student learning outcomes (SLO) assessment and are overseen by the *SLO Collaborative* of the Academic Senate for California Community Colleges (ASCCC) and the Research and Planning (RP) Group. In August 2010, the college was honored to receive two POWER Awards for its work on outcomes assessment: (1) *Exemplary Faculty-Research Collaboration in GE Assessment* and (2) *Exemplary Documentation and Communication of SLOs*. The POWER team used a shared peer-review process of evaluating the quality of the documented evidence of excellence across the state. Mt. SAC is honored to be chosen as the recipient of these two prestigious awards.

The GEO work of the faculty members continued well into the spring 2010 semester. The *Area DI* faculty group known as *U.S. History and American Institution* met in May 2010 to discuss the results received thus far from assessing over 700 students in the general education outcome (GEO) "Students will be able to differentiate among changes in the American constitutional government over time". The results indicated wide agreement that the GEO was valid, could be measured and should be re-assessed in a few

years. The group also made a commitment to finish assessing as many of the other courses as possible before the end of the year. Their work is reflected in the document http://www.mtsac.edu/instruction/generaled/docs/GEO_Models_Area_D1.pdf

As of August 2010, progress on the SLO work indicates that the college is mostly meeting its plans and timelines such that:

- 98% of courses have at least one SLO
- 97% of courses have at least one means of assessment
- 36% of courses have at least one summary of data input and/or discussions underway
- 34% of courses have at least one use of results information and/or discussions underway
- 15% of degrees/certificates have one SLO and means of assessment information and/or discussions are underway

The two coordinator positions for SLOs and GEOs were merged into our Outcomes Coordinator position to begin in fall 2010. As both SLOs and GEOs are well beyond its initial implementation phase, the duties required of each coordinator were decreasing and starting to overlap. Working with the Coordinators, a revised and merged job duty was created that reflected the overlap of duties and the decreased duties required of each Coordinator.

New Directions in Public Venues for Communicating SLOs

In response to Academic Senate Resolution 09-12: Faculty Primacy and Academic Freedom in Course Syllabi, academic departments are beginning the discussion on the appropriate public venue for their course-level SLOs. While some departments have decided that SLOs belong on each faculty member's syllabus, other departments have come up with other venues that are pedagogically in line with their philosophies. The faculty teaching in departments within the Business Division have decided to post the course-level SLOs for each course on the Division website (<http://www.mtsac.edu/~rpatters/instruction/business/div/academics/slos/slos-main.html>). While some faculty also list the SLOs on their course syllabi, others simply include a statement directing the students to the website to obtain SLO information. While the Business Division faculty are the only ones to choose the Division website as the appropriate public venue for SLOs currently, discussion about this option is continuing college-wide.

STUDENT EQUITY PLAN UPDATE

The Student Equity Committee has reviewed the final draft of the 2009 to 2010 Student Equity Plan, and it is now available on the college website (See *Student Equity Plan 2009-2010*). The Plan represents an update to the earlier, larger, Plan that outlined many strategies the college could use to decrease the student success gap between different groups.

STATUS OF FACILITIES MASTER PLAN, MEETINGS REGARDING EDUCATIONAL MASTER PLAN

As of June 2010, revision of the Facilities Master Plan, including efforts to integrate the Educational Master Plan and the Technology Master Plan, is about 70% complete. A document summarizing the outcomes of the integration work has been drafted and is currently under review, while graphics of various campus plans such as building sites, pedestrian and vehicular circulation, and open space plans are in draft form. A complete draft should be ready for review by mid July, with the final draft complete early in the fall semester.

In the spring 2010 semester, the Vice President of Instruction met two times with department chairs and division administrators across the campus as well as faculty leaders from the Academic Senate and the Faculty Association and the chief facilities and technology officers. The meetings, titled "Educational Master Planning Summits", were focused on developing an educational master plan with broad institutional participation and with an emphasis on faculty input. Beginning with the extensive data collected in 2008 from all departments and student support service areas, the master plan data primarily focused on expected growth. The campus need is to have a current, relevant direction for educational programs and services that integrates the perspective of academic departments, student service faculty and staff, facilities planning effort, and ongoing technology planning activities. The overwhelming focus of the planning efforts is on developing strategies for supporting student access and success in an environment of unpredictably diminishing resources. Given the rapidly changing nature of State budget decisions affecting the College, it was the strong conclusion of the group that annual Educational Master Planning efforts of this type are optimal for determining goals for the following academic year.

FACILITIES CONSTRUCTION UPDATE

The building program is moving forward with five major projects in construction during the summer of 2010. The Agricultural Sciences laboratory building is nearing completion, with the final construction activities wrapping up early in the fall semester and building commissioning taking place in October and November. Occupancy is planned for sometime in December. This 35,000 SF facility will be the final building of seven constructed on the College farm over the last few years, paid for with Measure R

and State funds totaling over \$25 million. The upgraded farm facilities will support students in numerous agricultural disciplines, from veterinary technology, to horticulture. The facilities include 14 new state of the art laboratories, multiple use classrooms, faculty offices, animal care facilities, a retractable roof greenhouse, and many of the support facilities necessary to operate a fully functioning farm. Students will begin taking classes in the new laboratory facility in the spring 2011 Semester.

The final Measure R project, the Design and Online Technology Center began construction in the fall of 2009. After several months of serious weather impacts, the project is well underway, with structural steel, masonry and concrete work completed in the summer of 2010. The remaining construction activities are scheduled for the next year, and building commissioning is planned for fall 2011. Occupancy could begin as early as December 2011. This building is unique to the Community College System, bringing together the many computer assisted design disciplines under one roof. The 70,000 SF facility will house computer intensive programs in a flexible high technology environment that will support collaboration amongst the various disciplines. Included in the project is a much needed large gathering space that will seat 400 in a theater style arrangement.

In May 2010, after delays due to the nation's financial troubles, the first funds were received from the Measure RR bond approved by voters in November 2008. Several projects that had been planned and designed with measure R and other funds were released to begin construction. The athletics field house modernization is underway, with demolition and major structural improvements completed during the summer, and interior improvements scheduled for fall and winter. This former temporary building will be completed and certified for permanent use by the end of the Summer of 2011, ready to house the athletics division office, coaches offices, training rooms, classrooms, tutoring space, a dance facility, and other support areas necessary for the physical education and athletics programs.

The nation's financial troubles did have a positive impact on at least two major construction projects. Bids for the Child Development Center project were received significantly under budget as the construction market became extremely competitive. The savings will help fund additional equipment for the project, and other costs related to the building program. The new, 35,000 SF, four building complex is in the early phases of construction, with grading and site utility work taking place during the summer of 2010. The wood framed structure should begin going up sometime during the fall semester, with commissioning and special certifications taking place a year later, in the fall of 2011. Bids for the administration building renovation were also received significantly under budget. While the occupants of the 40,000 SF building are enjoying their temporary facilities, contractors are busy removing layers of asbestos insulation, flooring, plaster and roofing materials, and upgrading the 1964 structural system. The revised space plan will be much more efficient than the original building, and will support administrative staff and faculty with a healthy, well lit and ventilated space. Modern technology will be installed in all offices and conference rooms.

Three of the major construction projects will be certified under the United States green Building Council's Leadership in Energy and Environmental Design (LEED) program. After many years of serious commitment to sustainability, participation in the LEED program will highlight the College's commitment to energy efficiency, sustainable building practices, and quality construction. Currently, the Design and Online Technology Center project is on track for a LEED Silver rating, and the Child Development Center and Administration Building will easily meet LEED Certification requirements, with potential for the Silver rating. Construction practices associated with the LEED program, such as commissioning, local sourced materials, recycling of construction debris, energy efficiency, and monitoring and verification of building energy use have been part of the Mt San Antonio College building program for many years. These practices continue on all projects regardless of participation in the LEED program.

While much of the focus of the building program is on the construction activities of five major projects, there are many behind the scenes activities taking place as well. Planning efforts including an updated facilities master plan, a utilities master plan, and the final phase of the accessibility transition plan are active. Design activities for the next group of building projects have begun. The list includes the business and computer technology facility, the relocated language lab, the modernization of the former agricultural sciences labs, a new food service facility, and planning for the future parking structure. Finally, there are many small scheduled maintenance and infrastructure projects funded by the Measure RR bond that are in the planning phase, with construction scheduled for spring and summer 2011.

BP'S REVIEWED AND UPDATED

During spring and summer 2010, the Board updated the following policies:

BP 2015 - Student Member (5/2010)

BP 5030 - Fees (5/2010)

BP 6150- Designation of Authorized Signatures (2/2010)

BP 4700 – Classroom Visitors and Other Attendees (7/2010)

During spring and summer 2010, the following Administrative Procedures were reviewed and updated:

AP 4232 – Pass/No Pass Grading (2/2010)

AP 4027 - Catalog Rights (5/2010)

AP 4700 - Classroom Visitors and Other Attendees (5/2010)

AP 6750 – Parking (6/2010)

AP 5030 – Fees (7/2010)

All Board Policies can be found at

<http://www.mtsac.edu/administration/trustees/policies/index.html>

All Administrative Procedures can be found at

<http://www.mtsac.edu/administration/trustees/procedures.html>

EXPECTED LEADERSHIP CHANGE

The Board of Trustees has extended the contract of the current college President through June 2011, at which time the current President will retire. Anticipating the need for a presidential search, the college has sent RFPs out to fifteen search firms and has given them until July 1, 2010 to submit proposals. In July 2010, the Board of Trustees received proposals to conduct the Mt. SAC presidential search from seven firms. After reviewing all proposals, the Board of Trustees interviewed four firms at a special meeting on August 2. Two firms were invited for a second interview at a special meeting on August 9 so the Board could meet/interview the person who would be the lead consultant to Mt. SAC. At the August 9 meeting the Board selected PPL, Inc. to conduct the college's presidential search.

The Board will meet with PPL, Inc. at a study session on August 25 to officially begin the process -- determining timeline, search committee, etc. The Board has indicated that it would like to make a selection in March or April 2011, so the new president can begin July 1, 2011.

The policies and procedures that the college has in place for governance, for program review, and for planning and evaluation are respected by campus constituent groups and are Board approved. Thus, the continuation of these policies and procedures, even with the change in leadership of the college, is sustainable. Of course, reflecting college policy and Accreditation standards, the policies and procedures are reviewed regularly and are revised as appropriate.

UPDATE ON OMNI UPDATE PROGRESS

Under the USDE Title V grant, the college began testing OmniUpdate, a web content management tool, in a few pilots. The intended outcomes of the pilots include investigation of the web content management tool for functionality and for compliance with accessibility mandates, ease of creating and using OmniUpdate templates for inputting of information, and timely update of information on local web pages. The implementation process included area specific training sessions, development of documentation and training materials, processes for getting accounts, creating templates, and getting the content uploaded to the college website. A few lessons learned from the implementation process revealed that each pilot requires significant support in training, uploading, and interfacing with OmniUpdate; therefore, it is necessary to keep the groups small and the pilots few. In March 2010, the college sent a team to the annual OmniUpdate users' conference to increase local knowledge about the tool; representatives who attended the conference were from Information Technology, Marketing and Public Information, Online Learning Support Center/Library & Learning Resources, the Business Division, and Professional and Organizational Development. In a little over a year, early successes emerged with live deployment of web pages in several areas, and with more awaiting training and active updating of their content.

To date, the following areas are now updating their webpage information "live" using OmniUpdate:

Accreditation through Research &
Institutional Effectiveness
Aeronautics
Air Conditioning
Aircraft Maintenance
Medical Services
Nursing
Paramedic

Radiologic Technology
Teacher Prep Institute
Water Technology
Welding
The Writing Center
Natural Science (STEM grant)
Classified Senate

The following areas have begun work using OmniUpdate, but their activities are not yet live:

Administration of Justice
Business Division's Academic Departments
Corrections
Electronics & Computer Technology
Professional & Organizational Development
Natural Sciences Division (and sub-programs)
Disable Students and Program Services
Academic Senate

EARLY COLLEGE HIGH SCHOOL DISCONTINUATION

Although there have been some changes in personnel at both the Pomona Unified School District (PUSD) and Mt. SAC that have benefited the Early College High School (ECHS) program at Village Academy High School this past year, the college has decided that it is not in its best interest to continue the program. This decision was based on feedback from Mt. SAC faculty, on a review of the number of students served in the program, on the current budget situation at the college, on the fact that the college has some struggle in working with PUSD, or more specifically, Village Academy High School, to implement the ECHS model in its 5th year, and on the fact that PUSD has not contributed financially to the partnership. The college has decided that it can serve its students better during this budget crisis by using the funds and resources it has for current Mt. SAC students, including special admits from many local high schools.

The college understands that the decision not to continue the ECHS affects the students currently served in the program. This includes a total of 109 students (17 seniors in cohort 1, 22 juniors in cohort 2, 33 sophomores in cohort 3, and 37 freshmen in cohort 4). With the college's High School Outreach staff and Special Admit program, it can continue to look for ways to introduce students to college and to offer them opportunities to take college courses, while simultaneously completing high school.

STUDY ABROAD SUSPENSION

In response to a request by the Vice President, Instruction, all members of the college's Instruction Team made decisions to reduce their expenditures so the college would be able to reduce the anticipated budget deficit. The Dean and Associate Dean of the Humanities and Social Sciences Division carefully examined all of the Division's budgets, making fairly significant reductions in all of them including the temporary cessation of the Study Abroad program. It was made very clear that the Division intends to reintroduce Study Abroad when the budget situation improves. And although day to day operation of the program has been suspended, the college will continue its membership in the Southern California Foothills Consortium for Study Abroad in anticipation of the full reintroduction of the program when budget allows.

BP AND AP REVIEW FORM CHANGES (CLASSIFIED)

In spring 2010, revisions were proposed to the form used in the reviewing of both Board Policies and Administrative Procedures. The one major change is to include sign-off from the Classified Employee Unions, the organizations that have the role of governance participation with the District on behalf of classified employees. The change was proposed by the Academic Senate, and the proposal will go to the faculty body via the full Senate for a vote in fall 2010.

PROPOSED INTEGRATED PLANNING COUNCIL AND AP3250

A proposal was brought to the President's Advisory Council (PAC) to form a new governance committee that would meet infrequently and be charged with coordinating and monitoring integrated planning at the college. This Integrated Planning Committee (IPC) would provide a venue for having thoughtful discussion about the college's multiple planning processes. The IPC would also serve as the oversight body for planning integration. Because this proposal is an academic and professional matter, the Academic Senate President will add it to the agenda of the September 2010 Academic Senate meeting so the faculty body discuss the proposal and make a recommendation to the college.

REEVALUATION OF WEBCMS

The college investigated the possibility of using a Course Management System different from the one currently used (WebCMS) to manage curriculum. A decision was made to maintain WebCMS and to work on developing an interface between WebCMS and Banner. Initial planning meetings have been held between the Instruction Office and Information Technology. Information Technology is also working with the developers of WebCMS in an effort to make this interface as user friendly as possible. The college is hopeful that the interface between Banner and WebCMS will be available fall 2010.

UPGRADE TO BANNER 8

Late in May 2010, the college completed its upgrade from Banner 7 to Banner 8 with great results. The Banner system upgrade allows the college to comply with new laws and regulations; and it includes added conveniences that benefit students, faculty, classified personnel, and managers using the system. The implementation of the waitlist process went well and students are starting to understand how it works.

UPDATE ON CAMPUS EQUITY AND DIVERSITY COMMITTEE (CEDC)

As California has become increasingly rich in ethnic and cultural diversity, so has the population of its community colleges. The community college system and state legislature have sent a clear message that the “vitality and stability of California will thrive in direct proportion to its ability to foster productive citizenship in this diverse, multicultural environment and that the community colleges play a major role in ensuring educational opportunity and success for all of California’s people”¹

As noted above, the California legislature has long held that community colleges must strive to employ staff that reflect the broad diversity of students they serve, and Title 5 regulations continue to require EEO Plans and Hiring and Recruiting Procedures designed to increase diversity.

Mt. SAC strives to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society.

During the 2009-10 academic year, the CEDC focused on equal employment opportunity in the college’s recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations. To properly serve a growing diverse population, the district continues to review and improve its practices in hiring and retaining faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The CEDC held five meetings during the 2009-10 academic year:

November 11, 2009, January 7, 2010, April 1, 2010, May 6, 2010 and June 3, 2010

¹ *Achieving the Diversity Commitment, A Policy and Resource paper of the California Community College Trustees* (Jan. 2003) p. 1

Highlights of the actions taken during the 2009-10 academic year include:

- Dissemination of AP 3410 - Nondiscrimination Policy and Dissemination , AP 3420 - Equal Employment Opportunity, AP 3430 – Prohibition of Harassment, and AP 3435 – Discrimination and Harassment Investigations
- Dialog regarding a focused campus campaign to encourage awareness of the CEDC’s purpose and function
- Review of potential training resources for employees serving on recruitment committees
- The process for developing the EEO plan
- Assessment of the college’s employment processes to reflect a sensitivity to diversity
- Discussion of a Diversity Training Program for members appointed to hiring committees

INSTITUTIONAL PROJECT HONORS

There are some projects related to research and development that Mt. SAC was honored to be selected as one of the participating institutions. Mt. SAC’s selection process reflects the high standing of achievement and researchers recognized at the College.

CLASS

The California Leadership Alliance for Student Success (CLASS) is a cohort-based, directive project that addresses improving academic achievement for all students in California community colleges. In particular, the project involves the College President, a Board Member, and the Academic Senate and Research Team working together to create a student success agenda while taking into consideration the realities facing the college such as budget cuts, policy issues, and disparate student populations.

The goal of the project is to “dramatically increase the numbers of students who successfully persist in college, attain credentials, and/or transfer to four-year colleges and universities” (<http://class.utexas.org/>).

The project is supported by The William and Flora Hewlett Foundation, The James Irvine Foundation, and The University of Texas at Austin-Community College Leadership Program (CCLP). The project partners are California Partners for Achieving Student Success (Cal-PASS) and Douglas Gould and Company.

STATWAY

Mt. SAC is privileged to be chosen as one of the pioneering institutions known as champions and leaders for the Statway project. During the next two years, the Carnegie Foundation for the Advancement of Learning will build an engagement network of community colleges, called the Carnegie Collaborative. The purpose of the project will be to create a set of tools directed at student success in developmental math. Bringing together faculty members, campus administrative

leadership, and institutional researchers is at the core of the projects' success. This Collaborative will examine and create tools to improve the low success rate of students in developmental math courses by redesigning the content and sequence or pathway. The Math Department voted on August 20, 2010 to participate in Statway. <http://perspectives.carnegiefoundation.org/statway>

AID SUCCESS PROJECT

Mt. SAC was chosen as one of several institutions for pilot testing two new financial aid interventions to help students. Working Smart is a set of online, interactive sessions that explain the relationship between work hours, financial aid, and academic success. Aid Like a Paycheck couples a \$500 grant with disbursing students' existing grant aid in smaller and more frequent payments over the semester. The Project, which is funded through The Institute for College Access & Success (TICAS), will research the operational feasibility of the proposed financial aid interventions and strategies to positively influence low-income community college students' work behavior and academic progress. Ultimately, the goal is to examine the impact of these interventions on student work hours, persistence, and other indicators of academic success. A pilot phase is starting in fall 2010. http://www.mdrc.org/project_31_102.html

ROADMAP

Giving Community College Students a Roadmap: From Entrance to Engagement in Educational Achievement and Success is a study in which Mt. SAC both submitted a grant proposal as well as underwent an intensive site visit and was chosen because of its obvious and in-depth commitment to student success and student learning outcomes. The project is funded by the MetLife Foundation and overseen by the Association of American Colleges and Universities (AAC&U). The College will work with AAC&U to further its already extensive work and programs on decreasing the barriers to and increasing the facilitators of students' success and student learning outcomes. As stated in the AAC&U press release, "Each Roadmap institution will work to ensure that its student success programs are integrated with, and reinforced by, its own educational culture. Institutions will develop and coordinate practices and policies that support engaged learning, provide meaningful assessment data about student learning outcomes, and help build a community of support for high achievement." http://www.aacu.org/press_room/press_releases/2010/roadmapproject.cfm

As well as the above honors, the college also received the following new grants since February 2010:

- Health Care Sector and Other High Growth and Emerging Industries grant, funded by the U.S. Department of Labor, titled "Fast-Track Training for High-Wage Jobs in the Emerging 'Green' Building Automation Systems Industry," in the amount of \$2,239,714 over a three-year period.
- Faculty Inquiry Network grant, funded by the William and Flora Hewlett Foundation and passed through Chabot-Las Positas Community College District,

- titled "Designing Field Trips That Improve Critical Thinking, Writing, Communication, and Quantitative Skills: Incorporating Basic Skills Into Natural Sciences Courses," in the amount of \$18,500 over a one-year period.
- Health Careers Training Program, funded by Office of Statewide Health Planning and Development, titled "Mt. San Antonio College Health Professions Conference," in the amount of \$12,000 over a one-year period.
 - Enrollment Growth and Retention for Associate Degree Nursing Programs grant, funded by California Community Colleges Chancellor's Office, in the amount of \$338,974 over a two-year period.
 - Family and Consumer Sciences Discipline/Industry Collaborative grant, funded by the California Community Colleges Chancellor's Office, in the amount of \$300,000 over a one-year period.
 - Student Support Services, funded by the U.S. Department of Education, in the amount of \$1,100,000 over a five-year period.

2010-2011 BOARD OF TRUSTEES

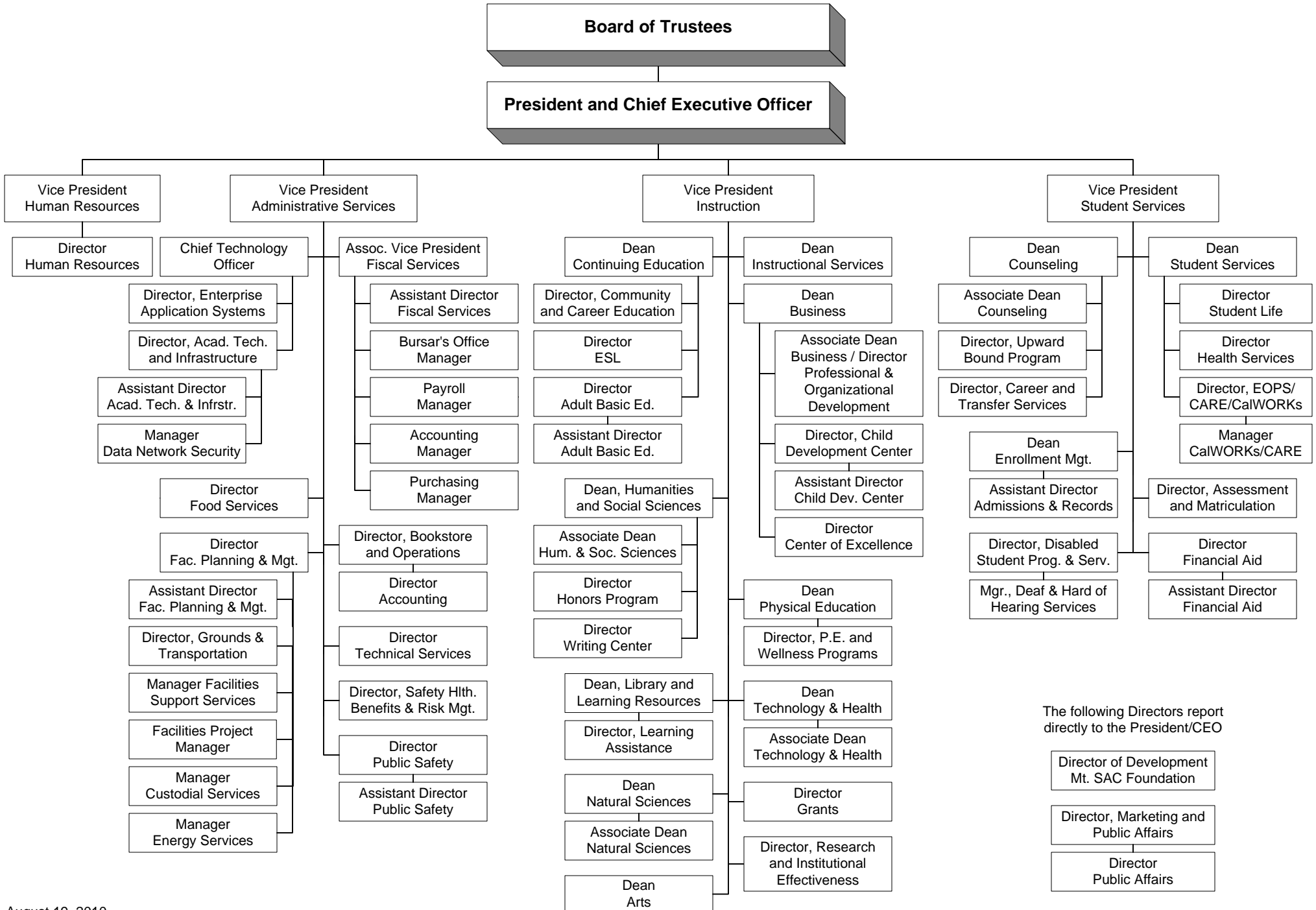
Since the 2009 to 2010 academic year, the person holding the Student Trustee position has changed. The Board of Trustees for 2010 to 2011 is as follows:

Dr. David K. Hall, President	Dr. Manuel Baca, Member
Ms. Judy Chen Haggerty, Vice President	Mr. Fred Chyr, Member
Ms. Rosanne Bader, Clerk	Patrick J. Martinez, Student Trustee

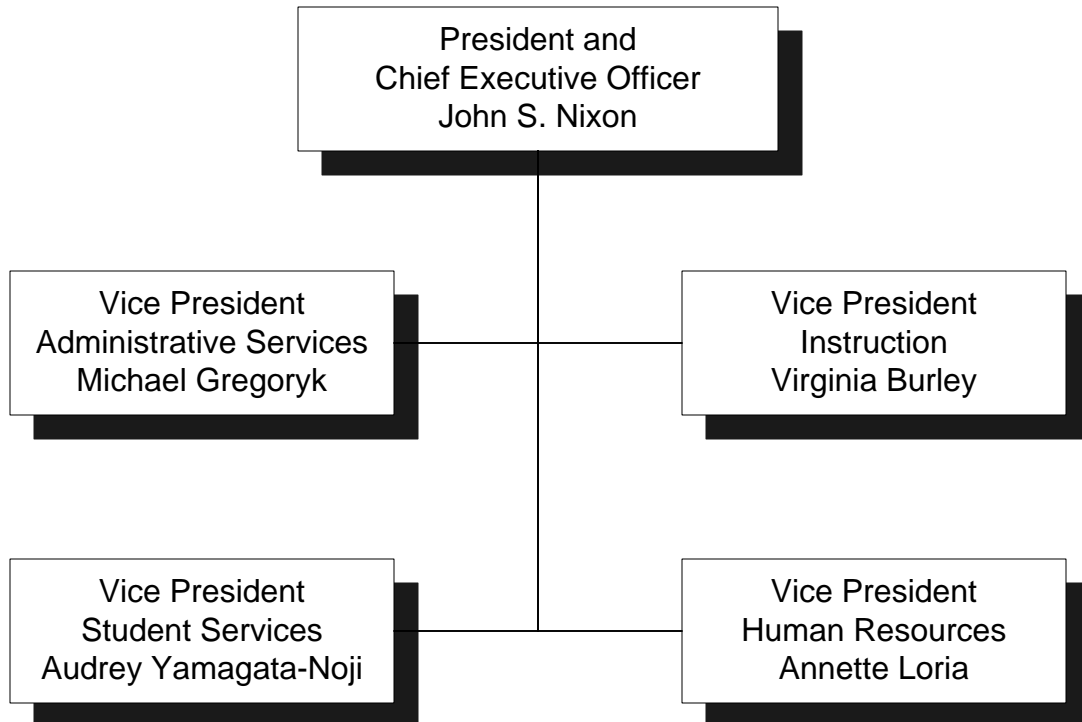
UPDATED ORGANIZATIONAL CHARTS

Due to numerous reasons, including retirement, some management positions were recently advertised and filled. The following charts represent the latest organizational charts as of August 19, 2010

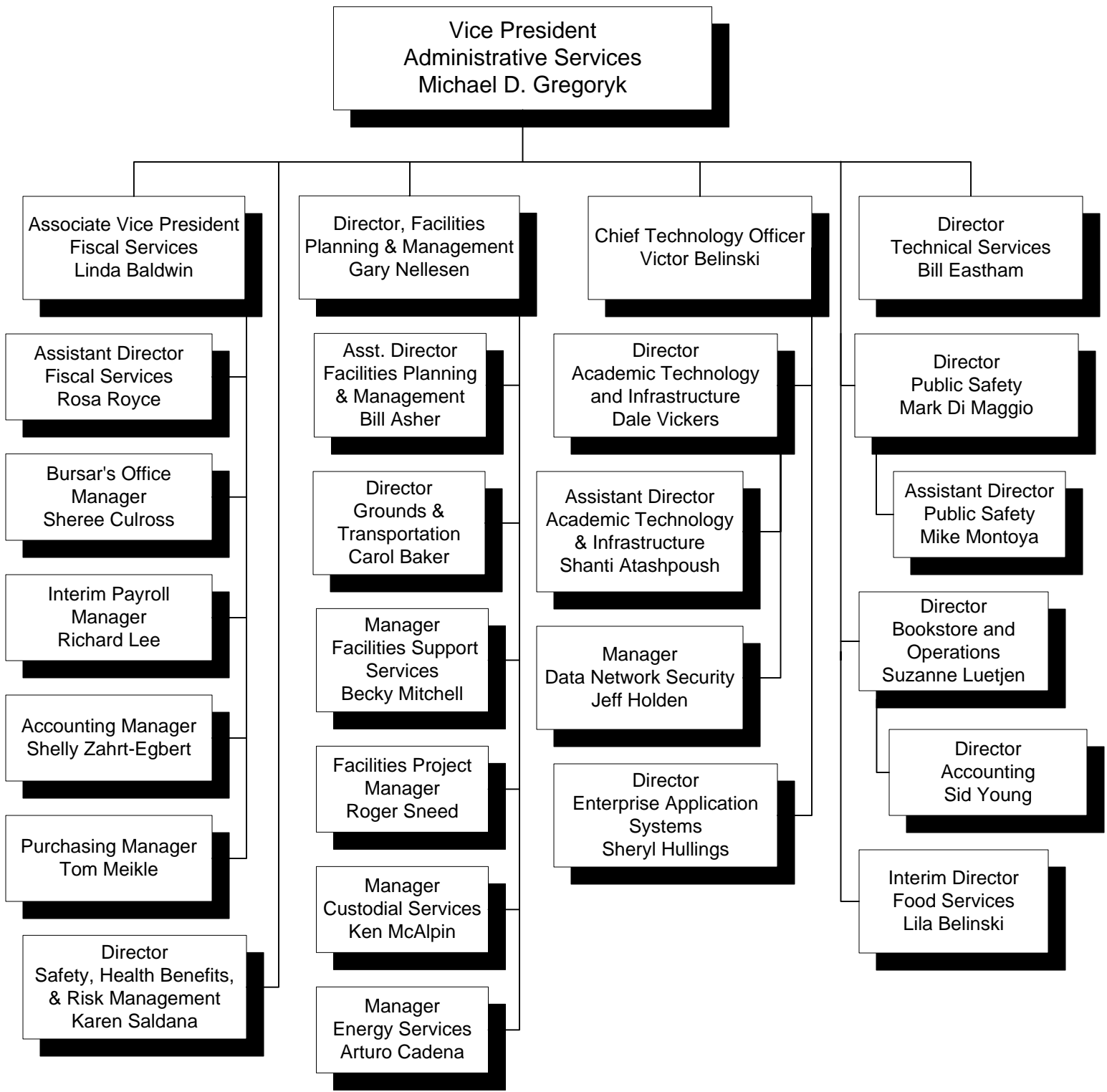
**MT. SAN ANTONIO COLLEGE
2010 11 Organizational Chart**



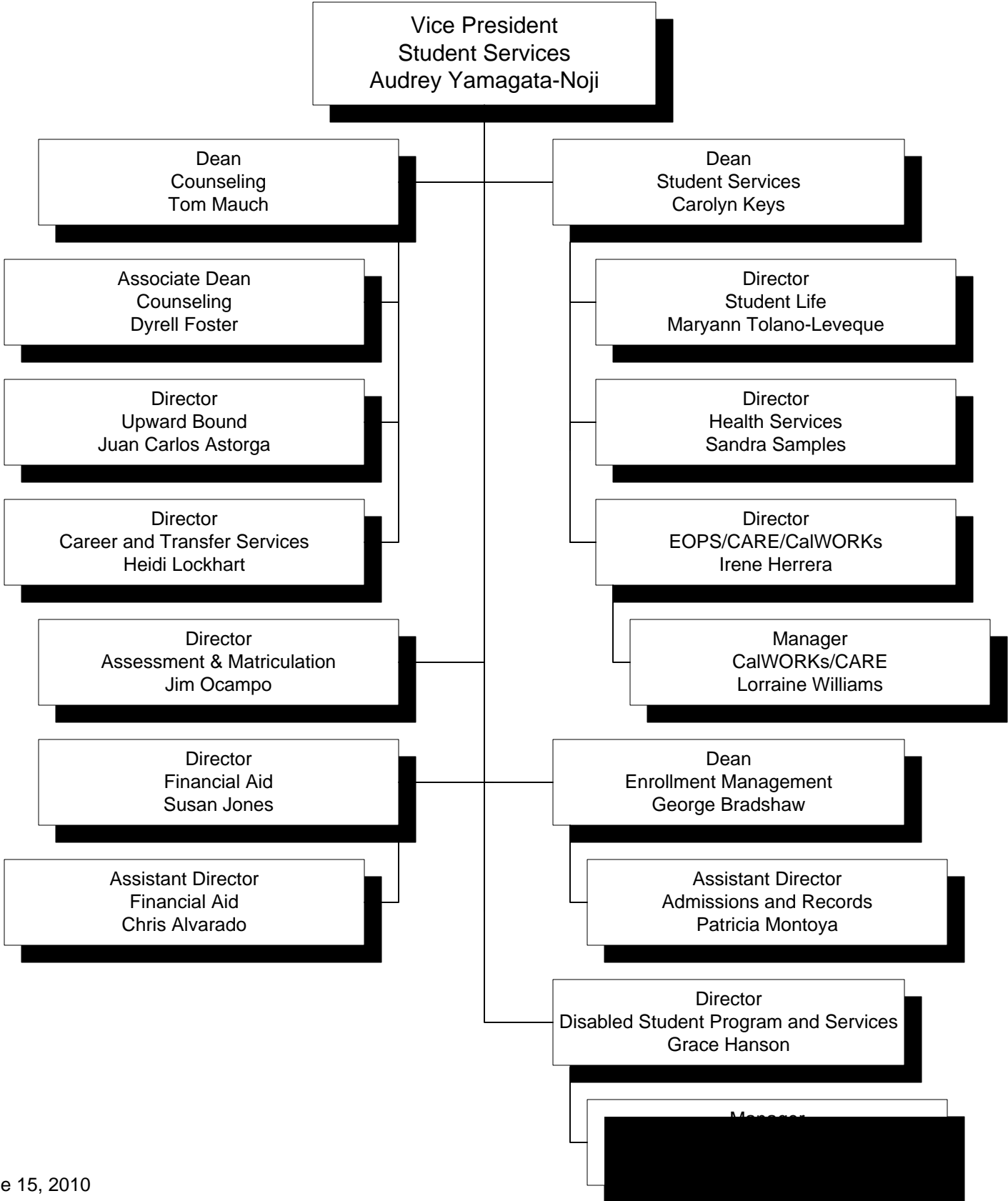
MT. SAN ANTONIO COLLEGE Management Organizational Structure



MT. SAN ANTONIO COLLEGE Administrative Services Team



MT. SAN ANTONIO COLLEGE Student Services Team

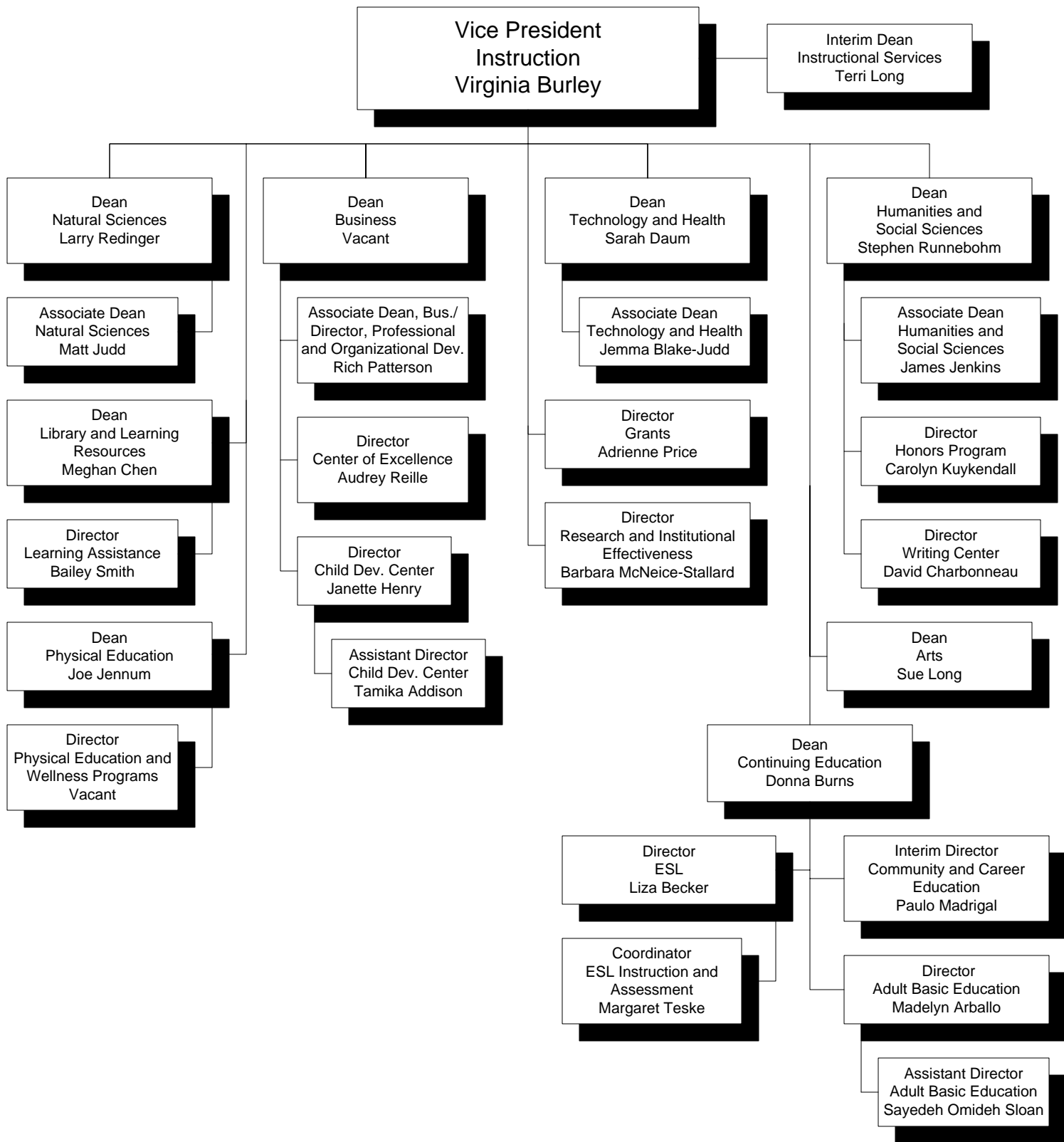


MT. SAN ANTONIO COLLEGE
Human Resources Team

Vice President
Human Resources
Annette Loria

Director
Human Resources
Terri Hampton

MT. SAN ANTONIO COLLEGE Instructional Services Team



MT. SAN ANTONIO COLLEGE Direct Reports to the President

