EVALUATION REPORT

MT. SAN ANTONIO COLLEGE

1100 North Grand Avenue
Walnut, California 91789-1399

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Mt.
San Antonio College from October 5 through October 7, 2004

E. Jan Kehoe, Ph.D.
Chair

MT. SAN ANTONIO COLLEGE

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October 5-7, 2004

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Mt. San Antonio College

DATE OF VISIT: October 5-7, 2004

TEAM CHAIR: E. Jan Kehoe, Ph.D.
                    Superintendent-President, Long Beach
                    Community College District

A twelve-member accreditation team visited Mt. San Antonio College in early October for the purpose of determining whether the institution continues to meet accreditation standards; to evaluate how well the college is achieving its stated purposes by assessing the college as it carries out its activities; to evaluate how the college as a whole is meeting the commission standards; to provide recommendations for quality assurance and institutional improvement; and, to make a recommendation to the Accrediting Commission regarding the accredited status of the college.

The team was divided into four sub-teams, according to the standards. The team studied the college's self study report and supporting documents, the report of the previous team, and any other accreditation reports. We also held on-campus meetings with individuals and groups, held interviews, examined documents, observed facilities, and toured all areas of the large campus. Two open sessions were publicized and held in which any member of the college community could meet with the team for any reason. As a part of reviewing evidence, the team visited 45 classrooms and labs.

The overall team assessment of the quality of the college's self study report is that the institution <u>has addressed</u> the recommendations of previous teams. Many changes have happened in the past two years that impact some of the former recommendations. These are adequately addressed in the current self study.

The team acknowledges that Mt. SAC is in the first group to be assessed and was in training to write their self study during the developmental phase of implementing the 2002 standards. There is not an exemplary body of "best practices," so there were no models to use as a guide. The team found that while standards were addressed, the college's attempt to address accreditation themes across Standards was somewhat inconsistent.

The college is well underway with planning based on Student Learning Outcomes evaluation and opportunity for dialogue. The committee structure is not yet clear; however, the participation is enthusiastic and the agenda for planning is on a very positive track. The momentum is very strong and in a positive direction.

The organization of the self study was consistent and easy to use. The publication was attractive and the pictorial theme: *Building on Our Strength* was both appropriate to the

current culture of the institution and an attractive asset to the organization of the study. Most of the supporting documentation was already prepared and waiting in the team room. Any other documentation was made available readily to the team at their request.

A suggestion by the team is for the college to review past goals and plans and incorporate or discard as appropriate so that current plans and goals are clear.

It is also the case that, "evidence" was sometimes used interchangeably with "description," so that evidence has been found by the visiting team that should have been included in the text of the self study along with the description of the college's activities.

The visiting team found that Mt. San Antonio College is headed in a positive direction with great momentum. Attention should be given to aligning the institution with accreditation themes, coordinating and clarifying program review and evaluation initiatives of the institution and, further, institutionalizing research and data analysis. The visiting team thanks Mt. SAC for its hospitality and the positive relationship that it maintains with ACCJC.

Recommendations

The following recommendations are made as a result of the team visit.

Recommendation 1 (Across Standards):

To support the momentum and progress in addressing the college's themes of student learning outcomes (SLOs), and self-reflective dialogue, the team recommends, a) that the college, as a whole, analyze what is already part of their culture, and address gaps between old and new planning and assessment paradigms, and, b) using forums, such as the newly formed Institutional Effectiveness Committee, promote recognition of data analysis as evidence. (I.B.1., I.B.2., I.B.3., I.B.5., I.B.6., I.B.7., II.A.1.a., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.B.1., II.B.4., II.C.2., III.C.2., III.D.1.a., III.D.3., IV.A.1., IV.A.5., IV.B.1.e., IV.B.2.b.)

Recommendation 2: Institutional Evaluation, Planning and Improvement

In order to build on progress already made on institutional evaluation, planning and improvement, the team recommends the college establish an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation that is driven by the college's mission and goals with clear links between the institutional and program levels. Attention should be paid to the appropriate uses of data and evidence, documentation, communication and mechanisms to assure systematic review. Finally, the college should consider maximizing the use of the Research and Institutional Effectiveness Office as a resource in planning and evaluation processes within the institution. (I.B.3., I.B.4., I.B.5., I.B.6., I.B.7., II.A.1.a., II.A.2.f., III. C. 2., III.D.1.a., III.D.1.d., III.D.3., IV.B.2.b.)

Recommendation 3:   Institutional Commitment and Effectiveness

In order to promote institutional commitment and increase effectiveness, the visiting team makes the following recommendation: a) as Mt. San Antonio College heightens its focus on all aspects of institutional effectiveness, including the significant contribution of academic counseling to student learning, the college should make increasing the counseling services available to the general student population a priority. (II.B.3.d.); b) to assure students are aware of and can make appropriate use of the student complaint and grievance procedures, the college should include a description of those procedures in the college catalog, schedule of classes, and other appropriate publications. In addition, the existing academic freedom policy should be widely published (II.B.2.c. and, b.)

Recommendation 4: Dialogue

In order to increase the effectiveness of communication lines found in the team structure, consideration should be given to replicating that concept throughout the institution. (a) The team recommends enhancement of self- reflective dialogue, particularly in lateral communications, between the representatives to governance committees and their constituent groups and peers. (IV.A.2., IV.A.2.a., IV.A.3., IV.A.5.) (b) In addition, the team recommends that the Board of Trustees give serious consideration to developing good practices in self-reflective dialogue and, through their leadership, promote institutional integrity through candid self evaluation and continuing board training. (IV.B.1.e.)

ACCREDITATION EVALUATION REPORT FOR
MT. SAN ANTONIO COLLEGE

Comprehensive Evaluation Visit
October 5-7, 2004

INTRODUCTION

It was the pleasure of the visiting team to spend three days on the campus of Mt. San Antonio College (Mt. SAC). It is one of the 72 publicly supported community college districts in California. It is a single campus district located on 421 acres serving 10 school districts with 36 public and 4 private high schools. The district encompasses approximately 189 square miles in the southeast corner of Los Angeles County and serves 17 communities.

The 2000 Census indicated approximately 705,900 residents in the district. With an enrollment of 38,071 students (24,506 in credit classes and 13,565 in non-credit and community education), Mt. SAC is the largest single-campus college in the California community college system.

It was the team's job to verify through evidence that the assertions made by Mt. SAC are supported by evidence. The team studied the college's self study report and supporting documents and the report of the previous team. The team held on-campus meetings with individuals and groups, examined documents, observed facilities, and visited remote areas of the large campus such as the agricultural and horticultural areas. The campus currently is involved in approximately 18 bond construction projects. The team held two open meetings, went on a formal tour of the campus and visited over 48 classrooms and labs.

The self study team's assessment of the self study is as follows:

The team acknowledges that Mt. SAC is in the first group to be assessed and was in training to write their Self Study during the developmental phase of implementing the 2002 standards. There is not an exemplary body of "best practices," so there were no models to use as a guide; therefore, the team found that while standards were addressed, accreditation themes across standards were somewhat inconsistent.

The college is well underway with planning based on Student Learning Outcomes, evaluation and opportunity for dialogue. The committee structure is not yet clear; however, the participation is enthusiastic, and the agenda for planning is on a very positive track. The momentum is very strong and in a positive direction. The organization of the self study was consistent and easy to use. The publication was attractive and the pictorial theme: *Building on Our Strength* was both appropriate to the current culture of the institution and an attractive asset to the organization of the study.

Throughout the report, the evaluation section is often a one-sentence statement: "The college meets the standard." When the co-chairs were asked about using this statement, their response was that they had not been informed in the training that this response would not be sufficient, and instead, that it was an appropriate response as long as it did not appear in every response. The team found a need for more elaboration in those sections.

There was a significant amount of evidence in the team room, but the team noticed that this evidence was used infrequently to support the college's evaluation of how the standards were being met. It would be beneficial to the college to review past goals and plans and incorporate or discard as appropriate so that current plans and goals are clear.

There was some vagueness in the differentiation between descriptions, self-evaluations and planning agendas. "Evidence" was sometimes used interchangeably with "description," so that the visiting team found evidence that would have been beneficial had it been included in the text of the self study along with the description of the college's activities.

The self study co-chairs, along with some of the standard co-chairs, attended training sponsored by the Commission on how to write the self study report. The report authors expressed a significant amount of frustration regarding the absence of clear direction in how colleges should approach the themes and what constituted a "good" self study report. Many felt that examples of both "good" and "bad" reports would have been useful in understanding the level of quality sought by visiting teams and the commission. The visiting team suggested that colleges might benefit greatly if two separate training sessions were provided: one focusing on understanding the new standards and the other focusing on the writing of the report. The team also recognized that training for the Mt. SAC team took place during continuing development of publications for the new standards including, Guide to Evaluating Institutions, ACCJC, August, 2004.

Eligibility Requirements

1. AUTHORITY

The team confirmed that 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.

2. MISSION

The team confirmed that Mt. San Antonio College's mission is clearly defined. It is published by the governing board consistent with its legal authorization. The mission is appropriate to a degree-granting institution of higher education and its Southern California constituency.

3. GOVERNING BOARD

The team confirmed that Mt. San Antonio College 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."

4. CHIEF EXECUTIVE OFFICER

The team confirmed that Mt. San Antonio College has "a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution."

5. ADMINISTRATIVE CAPACITY

The team confirmed that the 66-member administrative staff of Mt. San Antonio College supports the necessary services for an institution of its size, mission, and purpose.

6. OPERATING STATUS

The team confirmed that Mt. San Antonio College is "operational, with students actively pursuing its degree programs."

7. DEGREES

The team confirmed that Mt. San Antonio College "offers a wide range of educational programs (82 of which lead to Associate Degrees) and 78 percent of its students are enrolled in them."

8. EDUCATIONAL PROGRAMS

The team confirmed that Mt. San Antonio College's "principle degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient contents and length." The team further confirmed that "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' and that, "(E)ighty two degree programs are two academic years in length."

9. ACADEMIC CREDIT

The team confirmed that Mt. San Antonio College "awards academic credits based on generally acceptable practices in degree-granting institutions of higher education."

10. EDUCATIONAL OBJECTIVES

The team confirmed that Mt. San Antonio College "defines and publishes for each program the program's educational objectives for students."

11. GENERAL EDUCATION

The team confirmed that Mt. San Antonio College "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." The team further confirmed that "Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents," and that the curriculum committees reviews the General Education program for "rigor and quality."

12. FACULTY

The team confirmed that Mt. San Antonio College employs 341 full-time faculty members "who are qualified to conduct the institution's programs" and meet "State mandated minimum requirements."

13. STUDENT SERVICES

The team confirmed that Mt. San Antonio College "provides for all of its students appropriate student services" and develops "programs consistent with student characteristics and the institutional mission."

14. ADMISSIONS

The team confirmed that Mt. San Antonio College "has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs."

15. INFORMATION AND LEARNING RESOURCES

The team confirmed that Mt. San Antonio College "provides specific long term access to sufficient information and learning resources and services to support its mission and all of its educational programs."

16. FINANCIAL RESOURCES

The team confirmed that the Mt. San Antonio College's "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."

17. FINANCIAL ACCOUNTABILITY

The team confirmed that Mt San Antonio each year "contracts with an independent Certified Public Auditor," and that "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

The team confirmed that Mt. SAC provides basic planning for the development of the institution, processes for program review and direction for institutional improvement. The college's strategic plan, 2020 Vision Plan, clearly delineates the institution's strategic goals.

19. PUBLIC INFORMATION

The team confirmed that Mt. San Antonio College "publishes in its catalog and schedule, and uploads on its web site, precise and up-to-date information for the following

- Purpose and Objectives
- Admission Requirements and Procedures
- Items relevant to attendance and withdrawal
- Rules and Regulations Directly Affecting Students
- Complaint and Grievance Procedures
- Programs and Courses/Degrees Offered and Degree Requirements
- Costs and Refund Policies
- Academic Credentials of Faculty and Administrators"

20. RELATIONS WITH THE ACCREDITING COMMISSION

The team confirmed that Mt. San Antonio College "adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all it accrediting agencies, communicate any changes in it accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities."

(Quotations are taken from the Introduction to the institution's self study.)

Team Evaluation of Institutional Response 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.

Due to significant change in direction in the past two years, this recommendation is no longer completely applicable. The team knows the institution is evolving and is moving forward in planning and evaluation. The new direction and focus on student learning outcomes (SLOs) has helped them clarify structures and positions. The team feels their direction is the right one and that this recommendation has been addressed to the extent that it can be in the current structure.

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.

Sufficient progress has been made on the Millennium Technology Plan. A data warehouse is in place. The team feels that the college has a very clear direction and has addressed this recommendation.

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.

The college has made continuous progress on this recommendation through the formation of a Student Learning Outcomes (SLOs) Implementation Team, a full-time faculty member as director of the SLOs effort (that the Academic Senate agrees should be a permanent management position within 3 years) and the imminent hire of an Educational Researcher. The team feels that the college has addressed this recommendation.

Recommendation # 4

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

The college has recently revised its policy and based it upon a recommendation of the California statewide Academic Senate. That policy is part of the Administrative Regulations and Procedures. The staff did all the right things when they recently discontinued programs in that they retrained instructors and shared information widely. The spirit of cooperation and integration currently exists in this process. Under the new standards they will be able to show how their correct actions can be connected to program review and planning review. The team feels that the college has adequately addressed this recommendation.

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 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.

(1) The Assessment placement tests have been validated along with the course prerequisites.
(2) There have been several initiatives to improve the efficiency and effectiveness of counseling services and monitoring educational and career plans. Even though these attempts have been unsuccessful, they represent a good faith effort and the institution is committed to improvement in this area.
(3) The college has consolidated credit and non-credit under the Vice President of Instruction. They have made progress and tangible efforts within the last two years and are continuing to refine the reorganization. It is positive that the relationship between Instruction and Student Services is a very good one.

The team feels that this recommendation has been adequately addressed.

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 decisions 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.

The college has made significant progress in this area within the last two years. They have addressed this recommendation to the extent that they can do so and have identified a program to purchase for data extraction, even though there are budgetary considerations.

Accreditation Themes

Ample evidence exists that there is institutional commitment to create and sustain an atmosphere that supports learning and learners; e.g., administrators across the college independently spoke of the contribution of their respective areas to the learning environment.

Relationships within the college appear to be characterized by integrity; there is no evidence that external relationships are any different. Integrity is listed publicly as a core value of the institution.

Several employees traced the roots of the current culture of planning, evaluation and improvement back to earlier leadership, which resulted in a strong commitment to planning, evaluating and improvement at Mt. SAC. This led them to Total Quality Management (TQM) and then to Continuous Quality Improvement (CQI). Consequently, the college has invested in conducting research but it is essential that the results of research be used to strengthen the college, especially student learning and learning opportunities. In comparison to many other colleges, Mt. SAC is well positioned to address the theme of planning, evaluation and improvement.

The college has instituted a team approach in organization for involving constituents in dialogue and decision-making. The college is examining membership and reporting structure of the governance structure.

There is an atmosphere of dialogue. Institutional processes are laced with dialogue. Current college leadership has demonstrated a willingness to reorganize the institution to focus resources on student learning and to engage the college community in the dialogue, planning and evaluation that will result in "operationalizing" and institutionalizing their commitment to student learning.

The college has taken the initiative to integrate student learning outcomes (SLOs) into program review processes. An SLO steering committee was established and has developed a four-year plan to coordinate SLOs assessment efforts across the institution. An implementation team has now been formed that will be charged with implementing the plan.

The college community has not conceptually connected what is and has been integral to their culture with the accreditation themes. This may be a consequence of the newness of the themes in the accreditation process at the time the self study was written; the tendency to view the themes secondary in importance; the lack of familiarity by those involved in the self

study with the important addition of the themes to the accreditation process; or the failure of the self study process to integrate the themes into consideration of each standard. It is probably most likely some combination of these reasons.

It is interesting that the spirit behind the themes is already part of the modus operandi of the college. The net result of this failure to "connect the dots" is that the institution does not benefit from the "cognitive clout" that naming these concepts, using them as advance organizers, and engaging in the resulting institutional self-reflection could and may in the future bring to Mt. San Antonio College.

Major Findings and Recommendations of the 2004 Team

There is an institutional commitment to the accrediting process, including support of the self study teams and preparation for and cooperation with the visiting team, including all the extra efforts that make a team visit efficient and comfortable.

The team found a welcoming atmosphere and one of the best-equipped team rooms many of us have ever experienced. A particular commendation is given to the custodial and grounds crew who in spite of extensive construction projects have maintained a beautiful campus and inviting, clean buildings. The philosophy expressed by an employee--that pride is taken in maintaining a beautiful environment because it is conducive to student retention--is positive and refreshing and speaks highly of the campus culture.

Major changes in governance have been welcomed and have become institutionalized. The direction set by institutional leadership in the past two years has created a strong momentum in making these positive changes. Individuals interviewed spontaneously offered positive feelings about the college; many indicated a desire to remain at the college for the remainder of their careers.

Finally, the team congratulates the college on the tribute paid to their diversity of students through the outreach campaign, "Faces of Mt. SAC."

As a result of the visit, the team had the following general recommendation:

Recommendation 1

To support the momentum and progress in addressing the college's themes of student learning outcomes (SLOs), and self-reflective Dialogue, the team recommends: a) analyze what is already part of their culture and address gaps between old and new planning and assessment paradigms, and b) using forums, such as the newly formed Institutional Effectiveness Committee promote recognition of data analysis as evidence. (I.B.1., I.B.2., I.B.3., I.B.5., I.B.6., I.B.7., II.A.1.a., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.B.1., II.B.4., II.C.2., III.C.2., III.D.1.a., III.D.3., IV.A.1., IV.A.5., IV.B.1.e., IV.B.2.b.)

Reports of the four standards and related recommendations are as follows:

STANDARD I
Institutional Mission and Effectiveness

I. General Comments and Observations

When the team arrived, it found the college's planning and evaluation processes in a state of change that most people with whom the team spoke described as "in transition." The college's mission describes the institution's purposes in relation to providing education that will prepare students for an "interconnected world." The Office of Research and Institutional Effectiveness produces a great deal of information related to students, employees, and the community. Dialogue is widespread on the campus primarily through the team and committee structures. The college has made a significant commitment to address student learning outcomes and should be commended on their efforts and successes thus far.

II. Findings and Evidence

Mission

The mission statement is easily found in the college catalog and several planning documents (I.A.2.). The President's Advisory Council (PAC) recently reviewed the college's mission statement and determined that it sufficiently met the needs of the institution at this time (I.A.1.), but did identify that there will be a need to revisit the mission as the college works towards redeveloping its planning processes. (I.A.3.) Evidence was not found that the mission clearly is the central focus of institutional planning and decision-making (I.A.4.).

Dialogue

Previously, many employees felt that the administration did not value or listen to the faculty and staff. With the arrival of the new president two years ago, efforts have been focused on reestablishing trust and assuring people that they will be heard. Significant strides have been achieved in this effort. The open forums conducted by the president have been well received. There does not yet seem to be a consistent understanding throughout college of the difference between self-reflective dialogue and the opportunity to be heard. (I.B.1.)

Planning and Evaluation

The college combined Standards I.B.2. and I.B.4. and as a result Standard I.B.2. is not listed correctly in the self-study report. Part of Standard I.B.2. was instead replaced with verbiage from Standard I.B.3. Standard I.B.2. states:

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and <u>states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</u>

The underlined section is missing from the report (p.52), and consequently was not adequately addressed in the report. During the visit the team found that the college's strategic plan, 2020 Vision Plan, clearly delineates the college's strategic goals. Twelve key performance indicators (KPIs) were identified to help the college monitor its progress towards achieving those goals. When the visiting team asked about the college's strategic goals, the responses varied from the KPIs being the goals to the lack of awareness about the goals. Discussions with college constituents confirmed that since the departure of the previous president, the strategic plan had little recognition in terms of using it to drive planning, nor had it been given closure in a recognized conversion to a new plan. (I.B.6.)

In September, a status report was developed in an attempt to respond to the KPIs by indicating what had been accomplished under each indicator. This status report appears to be the first effort to monitor the college's progress toward achieving the goals in the strategic plan. The team could not find the strategic plan being addressed anywhere else in the institution. Although the college's seven strategic goals are listed in the program review handbook, programs are not required to match their goals and activities with the college's goals. The status report is a good attempt to return to the strategic plan and address the college's progress. However, this report lacks the details and evidence to support the claims that KPIs have been completed, are no longer relevant, or are in progress. (I.B.6.)

The college has the different elements of an integrated planning process, but these elements have yet to be integrated. There is no evidence that program review has been integrated with other planning at college. Resource allocation is not clearly linked with planning and evaluation. Research has not been integrated with planning. The team could not find evidence linking the strategic plan, educational master plan and facilities master plan. (I.B.3., I.B.4.) (Also see, III.D.1.d.)

The educational and facilities master plan was created to cover 1992 through 2007, but has been severely outdated for several years now. As a result, it has no connection to more recent planning efforts such as the 2020 Vision Plan, the college's strategic plan, or the program review process. The educational master plan references 1990 census data regarding the college's service area. The college has hired consultants to prepare a facilities master plan, which is expected to be presented to the Board of Trustees in December. (I.B.6.)

Under the newly developing planning processes, the President's Advisory Council (PAC) will be the primary planning body for the college. Previously, the leadership council voted on all budget requests. PAC now is a recommending body to the president. Decisions are not made through a voting process, but instead consensus. The budget committee and

Institutional Effectiveness Committee will both be recommending bodies to PAC. The membership of PAC includes a broad representation of the different constituent groups: faculty, classified staff, administrators and students. (I.B.4.)

Previously, the Program Review Committee (PRC) monitored the program review process. The PRC was disbanded because its functions no longer matched the current direction in which the college is moving, in particular in relation to planning and SLOs. The newly forming Institutional Effectiveness Committee (IEC) will most likely replace this committee. The vice president of instruction was the chair of the PRC and will continue as chair of the IEC. The intent is to broaden the focus of the IEC to move beyond simply monitoring the process to have greater responsibility for establishing common standards and quality assurance and ensuring that program review is integrated with resource allocation and institutional planning. The IEC will now report to PAC whereas previously the PRC was an academic senate committee. PAC has not previously been involved in program review, but the intent is there by having the IEC report to PAC. At the time of the visit, the IEC had yet to meet. (I.B.3. and I.B.5.)

The team could find no established consistent standards for program review throughout the institution. Each team at the college is allowed to establish its own format for the review. In reviewing sample program reviews, the quality and apparent usefulness of these reports varied greatly both within teams and across teams. There is no uniformity in the process which would indicate quality in the review and ensure the appropriate use of data as evidence. Programs are allowed to collect and present data of their choosing. As a result, instructional programs do not respond to a common set of data elements in their evaluation and most administrative areas have not used data as part of their evaluation. In addition, the team found the use of different phases each year to be confusing. When program review is linked to the budget development process, the need will arise for a clarification of how programs that are in different phases each year are going to link into a budget process that is annual. (I.B.3., I.B.5., I.B.7.)

The existing budget development process centers on discretionary funds. The process has been abandoned over the previous two years as a result of the state budget crisis. Since the budget development process is inextricably linked to discretionary funds, the college did not see how it could still have the process during lean times. When the budget process was abandoned so was the planning process. (I.B.4.) The budget committee is currently drafting a revised budget development process that will be presented to PAC later this fall semester.

Research

The Office of Research and Institutional Effectiveness (RIE) hired the current director in 2001. Prior to this time there were different iterations of the office with variations in staff and reporting structure. Currently, the director reports to the vice president of institutional advancement, but is housed with Information and Educational Technology (IET), which facilitates a good working relationship between the two areas. The team found that, at the

present time, the director has a peripheral role in planning and decision making at the college. Research has not been overtly and consistently integrated into institutional and program level planning processes. The director also has not been directly involved with the program review process. As a result, the use of data and analysis has been voluntary, which does not ensure any standard of integrity across programs. Previously, the director worked with IET to develop reports for instructional programs to use in their program reviews, but these reports were never distributed and thus have never been used. Programs come to the research office for help with surveys, but seldom for issues related to data collection and analysis. (I.B.3., I.B.4., I.B.5., I.B.6.)

The RIE office produces a voluminous amount of information and data, most of which is posted on their website, but most indications are that the website is underutilized. The director has conducted workshops on the college's fact book, which attendees find very useful, but has minimal attendance. The college conducts several surveys of students and employees on a regular basis and therefore the tendency to seek out survey data is prelevant, especially in student services. The college should be commended for the efforts it has made to constantly evaluate itself through the use of surveys. However, the use of data and research analysis is not yet prevalent or ingrained throughout the whole institution. (I.B.3., I.B.5.)

From the team's perspective, the college has a positive direction and strong momentum in relation to planning, and indications from the new vice president of instruction are that he will be working with the director to address issues related to the appropriate and more consistent use of data. The RIE director is a member of the newly formed Institutional Effectiveness Committee.

Evaluation of Processes

While the college is very focused on the constant evaluation of itself, little evidence was found of systematic processes being in place for the institution to evaluate its planning and evaluation processes. With the arrival of the new president, a significant evaluation of existing processes began and is ongoing. The team did not find that the college regularly evaluated the effectiveness of its planning and evaluation processes prior to his arrival but, with his leadership, the momentum is positive. As the college works to develop a new integrated planning process, they should give emphasis to including the evaluation of that process as an integral part of measuring effectiveness in improving the institution. (I.B.6., I.B.7.)

Student Learning Outcomes

Last year, the college formed a steering committee that developed a student learning outcomes plan for how the institution will begin to address student learning outcomes (SLOs) over the next four years. This year, the SLO implementation team, which consists of four facilitators and a coordinator, will be focused on educating the community about SLOs. In

the plan, there is an effort to make SLOs applicable campus-wide purposefully including the college's administrative areas along with instruction and student services. To make it more meaningful to the administrative areas, the focus will be on developing administrative objectives to support learning outcomes. (I.A.1.)

The SLO implementation team is to be commended for modeling the behavior they are attempting to create by developing SLOs for themselves. The SLO implementation team's efforts to communicate all information about the implementation of the plan to entire college community are also to be commended. The fall semester began with a survey to gauge people's experience and knowledge of SLOs. The results from these surveys are being used to design presentations to be made in the different areas of the college. This first phase will be followed by the team working with each area to develop outcomes and identify adequate and appropriate means of assessment. (I.A.1., I.B.1.)

Programs are being given a choice as to whether they want to start by developing outcomes at the course or program level. At this time, the development of SLOs is not mandatory, but it will be by the end of the four-year plan. The hope is that most of the college will choose to participate before it becomes mandatory. The development of outcomes for the general education program will be developed in a new plan at the completion of the current plan in four years. (I.B.1.)

Currently, SLOs are not integrated with the program review process. As the Institutional Effectiveness Committee begins to look at the integration of SLOs and program review, it should make clear that student achievement data and student learning outcomes are not interchangeable and SLOs are not being introduced to replace the student data the college has been examining previously. Both are useful tools that should be used in tandem to inform the evaluation process. This SLO option, along with several places in the self-study, seem to indicate the need for additional education throughout the campus from administrators to faculty to classified staff to students on the difference and relationship between SLOs and student achievement data. (I.B.3., I.B.5.)

The college has demonstrated its commitment to addressing SLOs through the institutional commitment to funding human resources. Reassigned time has been given to the implementation team (100 percent for coordinator and 60 percent for each facilitator) and a new Educational Researcher position has been advertised and is expected to be filled in the coming months. Commitment is also evidenced in the planned integration of student learning outcomes into the program review process. (I.B.)

III. Conclusions

While the college has many opportunities for dialogue, the team suggests the college define for itself what a "broad and significant" dialogue looks like at this college in order to be able to determine whether success has been achieved. The college should consider working towards establishing a common understanding of what is and is not dialogue, and that

conversation, discussion and communication may not be dialogue as defined for these standards.

The team is encouraged by the direction of the college in relation to planning and evaluation. The president and other college leadership have acknowledged the need to update the strategic plan and educational master plan in the very near future. The leadership at the college is also well aware that its planning and evaluation processes need to be integrated and are taking steps to begin this integration. A great deal of the new planning processes will be centered on the new Institutional Effectiveness Committee (IEC), therefore, it will be particularly crucial that the committee clearly define and then communicate widely its purpose, authority and expected outcomes.

The lack of uniformity in the program review process may become problematic when the institution attempts to effectively integrate program review with budget development. The team suggests that the college develop a program review process that establishes a set of basic parameters for all programs and requires that consistent standards be met while still allowing programs the latitude to conduct a review that will be the most useful in their specific efforts towards improvement. In order to ensure the integration of program review and budget development, the cycles for these processes need to be synchronized.

The impending revised budget development process is being created with the IEC having not yet been formed. As a result, the team has concerns about whether this budgeting process is inclusive of the program review process and will reflect the move towards integrated planning, resource allocation and evaluation at the college. Based on the suspension of the planning and budgeting processes when discretionary funds were not available, the team is also concerned that the college recognize that the planning process needs to occur regardless of the institution's financial status.

The Office of Research and Institutional Effectiveness has developed meaningful working relationships with certain departments. The office's minimum involvement in the college's planning processes is of concern and the office should become more involved at a program level, working with programs to identify and support their needs and become integrated into the college's planning processes in order to expand the college's capacity to use data and research in its planning and evaluation efforts.

The college is especially commended for the significant commitment and work done thus far to begin moving towards a focus on student learning outcomes. The team encourages the college to ensure the integration of outcomes at course and program level and establish definitive processes that will evaluate the effectiveness of the implementation plan as each phase is completed.

IV. Recommendations

Recommendation 2: Institutional Evaluation, Planning and Improvement

In order to build on progress already made on institutional evaluation, planning and improvement, the team recommends the college establish an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation that is driven by the college's mission and goals with clear links between the institutional and program levels. Attention should be paid to the appropriate uses of data and evidence, documentation, communication and mechanisms to assure systematic review. Finally, the college should consider maximizing the use of the Research and Institutional Effectiveness Office as a resource in planning and evaluation processes within the institution. (I.B.3., I.B.4., I.B.5., I.B.6., I.B.7., II.A.1.a., II.A.2.f., III.C. 2., III.D.1.a., III.D.1.d., III.D.3., IV.B.2.b., IV.2.f.)

STANDARD II
Student Learning Programs and Services

I. General Comments and Observations

Mt. San Antonio College (Mt. SAC) is commended for its many strong academic and vocational programs and student services. The visiting team found an environment in which faculty and staff work collegially in support of student learning and success. The college has demonstrated conscientious efforts to respond to the previous visiting team's recommendations in the areas related to student learning programs and services and has made progress in each of the areas related to this standard.

The visiting team confirmed the many institutional strengths in instruction, student services, and learning resources described in the self-study and supporting documentation. Mt SAC's program development is attentive to, and consistent with, the mission of the college and provides students with a wide range of collegiate, developmental, vocational, and community-based courses and programs. The college has aggressively sought opportunities to develop new programs in response to community and workforce needs as evidenced by the introduction of eight new vocational programs over the last three years. Some form of program review occurs on a regular cycle in both instruction and student services and there is a culture of continuous improvement at the college. However, the institution has considerable work to be done in incorporating the effective use of data for assessing program effectiveness and incorporating the evaluation of that data into a system of program review and evaluation that is student outcome centered and consistent throughout all segments of the institution.

Faculty play a key role in course development and approval and structures are in place to ensure the appropriate assessment and advising of students. With the exception of two areas noted below, information about college programs, procedures, and services is widely available both in print and electronic forms.

The college places strong emphasis on ethical principles as evidenced by its statement of core values and its systems for the support of appropriate student conduct. Despite severe challenges in some areas of student service staffing, the visiting team found a campus in which the educational and support service needs of students were being successfully met and the satisfaction and morale of both students and staff is high.

II. Findings and Evidence

The college actively solicits information about students' educational needs using student and community surveys, formal skills assessment, demographic information, economic and labor force data, and advisory committees. Program and course development and modifications clearly respond to these needs. The college is particularly effective in responding to the changing needs for occupational training, both in the development of new programs and the

modification of existing offerings. (II.A.1.a., II A.5.) The college uses a wide variety of delivery systems and modes of instruction ranging from distance education to learning communities. (II.A.1.b., II.A.2.d.) The college is in the process of integrating its non-credit programs and services with the credit instructional programs. All non-credit and community education and services have been reorganized under the vice president of instruction. (II.A.2.)

The college has a clearly articulated process for the adoption of new courses and programs that relies on the expertise of faculty. The visiting team, however, found that the procedures for course approval are lengthy, including review by at least two committees and possibly as many as four committees for some courses. Department chairs and faculty leaders noted that the course approval process could take one to two years. The college has several formal procedures for ensuring that courses are taught in a manner consistent with the course outlines. (II.A.2.a.,e.) The college has an administrative regulation that addresses the initiation and termination of programs; however, the procedures in that policy have not been integrated into the appropriate institutional processes such as program review and the curriculum development guidelines. The college did terminate one program since the last accreditation review and is commended for appropriately accommodating students and staff affected by this change. (II.A.2.b.,e.,f., II.A.5.) The college has also completed the validation of course prerequisites and removed prerequisites from courses that did not meet validation criteria. (II.A.1.c., II.A.2.f.) Three years ago, the college imposed a moratorium on the adoption of new online courses and proceeded to create policies and procedures for the development and adoption of online courses as well as a certification process for instructors responsible for online classes, consistent with Commission guidelines. The college has resumed the development of online courses. (II.A.1.b., II.A.2.a.,d.)

Program review is intended to be the primary mechanism for reviewing and assessing program effectiveness, determining program needs (including human and financial resources), monitoring the curriculum and instructional program requirements, and interfacing with the college-wide planning and budgeting processes. Instructional program review is spread out over three-years with clearly articulated activities and expected outcomes for each year of the cycle. The visiting team found that program reviews are completed in a timely fashion by all departments and programs, provide for the regular review and revision of course outlines and program goals, and give departments the opportunity for dialog on significant issues. As the self-study indicates, however, "programs are not mandated to use available data to assess program effectiveness." (p. 61) The visiting team found that, while some departments conducted surveys of students as part of their program review, there is no consistency in the type of information solicited and departments do not use, or are not aware of, the information available through the college's Research and Institutional Effectiveness Office (RIE). More significantly, there was little evidence of the use of available data on student outcomes as part of the program review process. The RIE Office is relatively new, and faculty and department chairs appear to be unaware of the resources available to them. The college has upgraded and refocused the replacement of a vacant position in RIE to address the need for an instructional researcher as part of an

impressive effort to launch its student learning outcomes initiative (see below). At present, there is not a clear culture of evidence related to the use of data in the assessment and evaluation of program effectiveness. (II.A.c., II.A.2.a.,b.,e.,f.)

Department chairs and faculty do not believe there is a direct relationship between program review and institutional planning and the visiting team concurs with this assessment. The evaluation of non-credit programs has traditionally been based on a business plan model and is not consistent with program review processes in other areas of the college. The college's recent integration of the non-credit with the credit programs suggests that the respective program review procedures should also be aligned. (II.A.2.e.,f.) The college recently initiated the development of an Institutional Effectiveness Committee. While the exact responsibilities of this committee are yet to be determined, the visiting team found that there was broad-based interest in using this committee to address the problems with program review and integrate the assessment of student learning outcomes into the program review and planning processes.

The self study states "Mt SAC is transitioning to the use of student learning outcomes as the focal point of student achievement assessment and program improvement." (p.68) The visiting team was quite impressed with the efforts to date. After an extensive series of staff development activities, a steering committee formulated a plan for a "Student Learning Outcomes Team and Implementation Process." That team has been formed and it includes a full-time faculty coordinator and four facilitators: two faculty (on 60 percent reassigned time), one administrator, and one classified employee. The initial focus is on SLOs at the course and department level and the primary responsibility of the implementation team is to facilitate the work of departments in defining and implementing the assessment and evaluation of SLOs. While it is too early to determine how effective this initiative will be, this initial effort to create a systematic approach to the development, assessment, and evaluation of student learning outcomes is commendable. (IIA.1.c., II.2,a.,b.,e.,f., h.,i.)

The college catalog is well organized and provides students with clear information about courses, programs, degrees, certificates, expectations for academic honesty, and most of the relevant policies and procedures that apply to students. (II.B.2.a.) The schedule of classes contains information on degree and transfer requirements and some key student policies and procedures. (II.B.2.b.,c.) While the self-study states that the Academic Freedom Statement would be included in the 2004-05 catalog, it is not. The college has a detailed procedure for student complaints and grievances. The catalog and other publications contain only a simple generic description of the types of protections extended to students with no explanation of the actual procedures to be followed. Students are referred to the Student Life Office for details. The college recently improved the appearance and usefulness of the college website and established a student web portal. However, it is still difficult for students and the public to navigate to specific programs and services from main web page. (II.B.2.d.)
Mt. San Antonio College has a comprehensive array of student services designed to enhance and support student learning and to meet the diverse needs of students for access to, and progress through, the college's varied educational programs. (II.B.) The college's

commitment to a unified and integrated approach to student services is evidenced by its "one-stop" facility that allows students to access the full range of student services in one location. Fully developed matriculation services include assessment in reading, writing, and math, orientation, counseling, and advisement. All placement tests have been appropriately validated for effectiveness and lack of bias. (II.B.3.e.) Currently, students can use a telephone registration system. The college is developing an online application and registration capability that was piloted this fall and is scheduled to be fully operational in the spring. Among the support services available to students are full financial aid services, career placement, health services, a large and comprehensive Disabled Student Services Program, and a Student Life Office that oversees student activities and student discipline. (II.B.1.; II.B.3.a.,c.)

The college has a number of successful outreach programs involving currently enrolled and recently graduated high school students. In addition, Student Services uses a variety of "bridge programs" designed for students from specific populations and educational backgrounds to facilitate their transition into college level studies. These programs include Upward Bound, the Summer Academy, Freshman Experience, and several learning communities. The involvement of student services faculty in various aspects of instruction seems to support the healthy climate of mutual respect and collegiality between Student Services and Instructional faculty observed by the visiting team. (II.B.3.b.)

The application for admission solicits significant information about students' goals and needs. In addition, the college acquires data to assess student needs for support services through participation in the national Cooperative Institutional Research Project as well as surveys of current students and recent graduates. In some cases data is used to directly inform program planning. For example, based on student surveys, the Counseling and Advising Department recently developed an interactive online orientation and modified the format of the orientation workshops. (II.B.1.) There are areas in which additional data on the effectiveness of student services should be more systematically tracked and applied to program planning. (II.B.3.) For example, a closer analysis of the benefits of various targeted intervention practices would be helpful in determining the effectiveness of current strategies and modifying future practices based on an assessment of overall priorities and student needs. (II.B.3.a.)

All student services conduct an annual program review. While the Student Services team has just begun to consider methods of assessing their contribution to student learning outcomes, the credit student services program review covers a broad range of planning, goal setting, and assessment. Student satisfaction surveys are a regular component of the evaluation of programs and services. In a recent Community College Survey of Student Engagement (CCSSE) survey, 62 percent of students "found planning/advising to be a very important service." The same survey revealed that only 9.8 percent of students use advising services "often." (II.B.4.)

The previous visiting team recommended that the college 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." In response, the college has increased the number of student workshops and counseling classes, employed the use of academic advisors, and made an unsuccessful attempt to implement electronic educational plans. While these efforts are commendable, there are only 13 counselors to serve the large student population, and the current student to counselor ratio is approximately 2153 to 1 (excluding categorical program counselors). This problem was made worse by recent budget cuts resulting in the loss of all part-time counselors and the ongoing need to provide some full-time counselors with reassigned time for special projects. (II.B.4.)

The college provides library resources and services that are consistent with its educational programs. The college has invested considerable resources into electronic library resource materials and there appears to be a healthy balance between traditional materials and new technologies. Recent budget cuts have necessitated a reduction in library hours. While the library staff provides comprehensive services to individual students and workshops for classes, the number of full-time librarians is quite small for a college of this size. (II.C.1.c.,d.)

The college provides comprehensive learning support services and classes through its Learning Assistance Center (LAC). In addition to tutoring and learning laboratories, the LAC offers pre-collegiate basic skills instruction in English, Reading, and mathematics. These courses are well coordinated with the offerings in the English and Mathematics Departments and provide students with a smooth transition from basic skills into pre-collegiate and college-level writing and math courses. The college is currently considering a reading competency requirement for graduation. (II.A.3.b.) The college has completed disproportionate impact studies, and those studies reveal significant differences in the success rates for Latino/a and African American students taking their first course in the writing sequence. Based on a successful model in Math, the college is developing a learning communities program designed to improve outcomes and persistence in basic skills writing. The visiting team, however, did not find evidence of a more comprehensive approach to addressing these differential outcomes. More significantly, there is little evidence of research on the progression of students through the skills sequences across departments. Again, this is an area that will profit from a more coordinated use of data and a culture of evidence. (II.A.1.a., II.A.2.e.,d.)

III. Conclusions

The college should consider ways to improve the efficiency of the course approval process. The procedures for initiating and terminating programs should be integrated into the existing institutional processes such as program review and curriculum development. (II.A.2.a.,b.,e.) The college is commended for the development of policies, procedures, and training related to the development and teaching of online courses. The college needs to comprehensively address the use of data in the assessment and evaluation of program effectiveness and

develop a direct connection between those evaluations and the planning and budgeting processes. While there is strong articulation among the credit ESL (American Language), basic skills (LERN), and English and Math Departments, the college should develop and implement research on the progression of students through these sequences to improve the success rates. In addition, the college should develop a more robust program review process for non-credit programs and services.(II.A.2) The visiting team commends the college for its initial efforts to implement a systematic approach to student learning outcomes and the significant human and fiscal resources it is devoting to this initiative. The team suggests that the college provide specific evidence of progress, as well as, clearly define the expectations for further implementation prior to the next application for reaffirmation of accreditation.

Student Services staff should be commended for their commitment to providing a comprehensive program of student support services. The efficiency of the one-stop facility, the dedication of the staff, and the enthusiasm and engagement of the students are all highly evident in the college's Student Services Center. The college should also be proud of the close collaboration and collegiality that exists between the student services and instructional teams. The integration of traditional functions, the cross-representation at team meetings, and the Academic Senate's support for additional staffing in counseling are all indicative of the close and productive relationship between instruction and student services. The pattern of regular and systematic program review is further evidence of the commitment to quality service to students. (II.B.3.c.) As the college moves toward implementation of student learning outcomes, the student services team should be encouraged to develop an approach to program review that reflects a closer analysis of student data and focuses more specifically on measurable student outcomes. (II.B.3, 4.) In addition, the student services team should explore a means of standardizing all educational plans and making those documents readily available to all appropriate student services staff. (II.B.3.a.)

Revisions to program review and the accessibility of student educational plans are important areas for improvement; however, the greatest challenge facing student services is meeting the needs of Mt. SAC students for high quality academic and career counseling. Although the counseling staff is skilled and dedicated, counseling services are inadequate to serve a college of over 38,000 students. (II.B.3.a.)

The previous visiting team suggested that the college "make more accessible to students and concerned individuals information on student grievance procedures and student rights." While the college has published student rights, the college does not adequately publicize the procedures for student complaints and grievances. In addition, while the institution has a well-articulated academic freedom statement, it is not widely publicized in college publications. (II.B.2.c.)

IV. Recommendation

Recommendation 3: Institutional Commitment and Effectiveness

In order to promote institutional commitment and increase effectiveness, the visiting team makes the following recommendation: a) as Mt. San Antonio College heightens its focus on all aspects of institutional effectiveness, including the significant contribution of academic counseling to student learning, the college should make increasing the counseling services available to the general student population a priority. (II.B.3.d.) and b) to assure students are aware of and can make appropriate use of the student complaint and grievance procedures, the college should include a description of those procedures in the college catalog, schedule of classes, and other appropriate publications. In addition, the existing academic freedom policy should be widely published (II.B.2.c.) and, b)

STANDARD III
Resources

I. General Comments and Observations

Mt. San Antonio College (Mt. SAC) appears to have adequate resources and to have allocated them carefully. Human, physical, technology and financial resources are used in support of student learning. The leadership of each area demonstrated an understanding of the contributions his or her area makes to student learning. The efficiencies of a one college, one campus district are apparent. (III.B.1.)

The college appears to have been candid in their self evaluations related to Standard III. Interviews and a review of the evidence have led to the following findings: the appropriate themes were not integrated into the descriptive summaries of the self study, but comprised a separate section.

II. Findings and Evidence

<u>Human Resources</u>

There is a commitment to professional practices in Human Resources. For example, there is consistent enforcement of the contracts, guidelines and regulations related to personnel. As a result, personnel are treated equitably, contracts are honored and regulations are followed. (III.A.3.a., III.A.4.c.)

The hiring process is taken seriously at Mt. SAC; hiring processes are conducted with integrity. There is no evidence that "special arrangements" are made with managers to enable them to bypass steps in the process or to allow for idiosyncratic enforcement of position requirements. Each hiring committee is given training conducted by a member of the Human Resources staff. The college has been successful in reflecting the general population among its employees with American Indian/Alaskan Natives and African-Americans (Blacks); it is under represented in the Asian and Hispanic categories. There are opportunities for professional development in the area of diversity. (III.A.1.a., III.A.3.a., III.A.4., III.A.4.a., III.A.4.b.)

Personnel are evaluated regularly and systematically; a random check of personnel files for classified, faculty and managers confirmed this. Appropriate and unique evaluation processes are in place for full-time faculty, part-time faculty, department chairs, full-time and part-time classified staff and managers. A major change in the evaluation schedule for classified staff has been implemented. Previously classified staff members were not evaluated once they had completed three years of employment and evaluation. Following negotiations with the two classified unions, these employees are now evaluated annually. (III.A.1.b., III.A.3.a.)

Another change in the evaluation process has been the inclusion of managers. Prior to this time managers were not evaluated. A 360 degree process has been implemented; half of the managers are evaluated each year with the third year used for evaluation of the process. One complete cycle has occurred; the Human Resources staff is now turning attention to evaluating the process before the second cycle begins. Focus groups of those involved are planned in an effort to determine how the process could be improved, as well as, to identify parts that were effective and should be retained. (III.A.1.b., III.A.3.a.)

All classified positions were recently reviewed as a part of a reclassification study conducted by an outside firm. Handbooks for the management, confidential, and classified employee groups are in development; a handbook for faculty already exists. (III.A.1.a., III.A.3., IIIA.4.c.)

The number of classified staff and administrators has been reduced due to budget cuts and the implementation of an early retirement program. It remains to be seen whether the current number and configuration of classified staff and administrators is adequate for the long term. Future personnel staffing will be identified through program review and cabinet level discussion. (III.A.2.)

Personnel files are retained in the Personnel Office and are carefully protected; employees may access their personnel records by visiting the Personnel Office. (III.A.3.b.)

The institution is organized to deliver on its commitment to provide opportunities for professional development. Professional and Organizational Development (POD) has the responsibility for professional development. Multiple opportunities are offered but some of these are not particularly well attended. Evaluations are conducted as a part each session. In addition, various means are used to gather input on the areas needed for professional development. POD will continue with its faculty development program and will make efforts to expand opportunities for managers and classified staff. (III.A.5.a., III.A.5.b.)

The college focuses on ethical behavior in all aspects of its conduct. Four of the six core values identify ethical behavior; these are integrity, diversity, community building, and positive spirit. The Academic Senate has established a Professional Standards and Ethics Committee that has a stated purpose and function. However, the faculty, staff and students have not been surveyed to determine the extent to which ethical standards are perceived to be operationalized. (III.A.1.d.)

At this time the college does not have as a component of evaluation student learning outcomes (SLOs). The college has a plan for determining the appropriate methods for evaluating faculty effectiveness in relationship to SLOs, which involves a joint effort between the Faculty Association and the SLOs Implementation Team. (III.A.1.c.)

Physical Resources

The college has 18 capital projects as a result of the bond measure. Management of these projects is handled by a professional construction management company that has maintained on-campus offices for eight years. Outsourcing the management of these projects frees college facilities staff to focus on other issues. To date, the college has been able to keep pace with additional needs for groundskeepers and custodians resulting from new construction coming on line. Additional energy needs have been largely offset by the continually improving energy efficiencies. The board has been prepared for the total cost of ownership of new construction as they expect additional custodial and grounds personnel as new buildings come on line. (III.B.2.a.)

The major problem encountered across the bond projects has been the estimated 30% increase in construction costs over the last year. As a result some projects have to be downsized or reconfigured. The volume of the projects alone would have been a full agenda for the Campus Master Plan Coordinating Team (CMPCT) and the Citizens Bond Oversight Committee, but the changes necessitated by increased costs have also created additional work and frustration for these committees. The CMPCT benefits from the members' strong, shared commitment to the college as a whole and to the execution of the capital facilities plan; their dialogue leading to compromises and decisions is clearly a function of this commitment. (III.B.2.a.)

At this time the college is centralized on one campus. Some classes are offered downtown and there are two off campus centers planned as a part of the bond funded projects. According to the Facilities Planning 2001 – 2020 document, these centers along with distant learning and additional capital facilities investments are expected to play a role in enabling the college to absorb future enrollment growth. Four of the five scenarios considered in Enrollment Simulation and Planning at Mt. San Antonio College predict future growth. At this time the college is working toward more efficient use of the current facilities. The college has unused capacity on weekends and has not yet resorted to offering classes in the late evenings, nor in the early morning hours. (III.B.1.a., III.B.1.b.)

The college has many buildings dating back forty and fifty plus years. Several of these buildings have had different "lives" over their many years; significant resources have been consumed to support this remodeling. The concentration of facilities on one campus means that the older facilities often need to be razed or relocated to create space for new construction. The campus lacks an overall design that facilitates student flow and establishes attractive viewing corridors. Some of this is due to the fact that existing buildings have been constructed on two different grids that overlap in some places. The district has engaged the services of a master plan architect to address these concerns. To their credit, the college has created multiple islands of beauty about the campus that appear to be well maintained. College leadership is committed to providing an attractive campus and recognizes that the students' visual experiences can contribute to retention, as well as, to decisions to continue on for higher degrees. They believe that, for many of the students, these beauty spots may be

the only beauty they experience in their lives. Horticulture students plan and execute small landscaping projects from time to time, but these students are not involved in maintaining the grounds. (III.B.)

The Facilities Planning 2001 – 2020 reported adequate parking in March of 2001. Additional parking areas have come on line as the enrollments have grown; interviews confirmed that current parking spaces are perceived to be adequate. The college makes a prudent distinction between parking and security officers thus expanding the safety staff at a lower cost through the use of parking officers where appropriate. The institution's commitment to safety is apparent in the manner in which Public Safety, Maintenance and Grounds work together to address campus safety concerns in an efficient and rapid manner. The emphasis in Public Safety is on creating and maintaining positive public relations and "soft enforcement." Local law enforcement is called in when police are needed. The institutional commitment to providing an atmosphere that supports learning is reflected in Public Safety. All Public Safety employees receive ongoing professional development. Other evidence that the college is committed to safety includes the fact that adherence to safety standards is built into the contract with the professional management firm. The software used for work order requests is designed so that requests involving safety are automatically sent to the immediate attention of the facilities director. The college has built its commitment to safety into its organizational structure. (III.B.1.b., III.A.5.a.)

It appears that the curriculum and teaching and learning styles are taken into consideration as spaces are planned, constructed and assigned; e.g., there is ongoing dialogue between the academic and facilities administrators, physical resources needs identified in the program reviews are addressed in institutional plans. (III.B.2.b.)

The self study reflects the college's present emphasis on facilities, but does not address equipment as required by the standards. A review of documents and interview confirm that equipment planning, budgeting, purchasing, maintenance, and replacement does occur. Program review is often the vehicle by which this occurs. (III.B.)

Technology Resources

Mt. SAC has been building its technology infrastructure and information capability over the past years. There are approximately 1300 student workstations in both open and specific use labs across the campus. Full-time faculty and staff have desktop and/or laptop computers with printing sources at least near by. Faculty computers are upgraded on a four-year cycle. It was last completed in spring 2004. The college also has satellite, video and e-conferencing. The college has numerous site licenses and technology contracts. The college has websites that provide a variety of information for students, prospective students, alumni, employees and the community. A student web portal debuted in fall 2002. (III.C., III.C.1.c.)

Web registration was piloted in fall 2004 and will be activated in spring 2005. By the next year admissions will also be available on the web. There is also a telephone registration and information

system for students. Student ID numbers were converted from Social Security numbers to Campus ID numbers Memorial Day week-end, 2004. (III.C.)

The Library maintains approximately 40 Internet-accessible full-text databases that allow students and faculty 24/7 access. Approximately 50 online courses are listed in the fall 2004 Schedule of Classes. Additionally, there are about 25 hybrid courses. The three-year moratorium on new online courses was lifted in fall 2004, therefore, additional online courses will be developed. Technology users across campus receive centralized support for their technology use from the IET staff, including a Help Desk, which is staffed from 7:30 a.m. to 4:30 p.m. Monday to Friday. Those faculty teaching online are also supported by Online Support Center (OLSC) and the Online Learning Faculty Mentor (OLFM). (III.C.1.a., III.C.1.b., III.C.1.d.)

Recently revived, the Information Technology Advisory Council (ITAC) is the primary advisory group for setting goals and providing direction for the development, integration, application and delivery of information and technologies. The college's technology planning is governed by the Strategic and Tactical Plan for Telecommunication and Technology. This plan is also referred to as Information and Educational Technology Strategic and Tactical Plan, which has caused some confusion in trying to evaluate technology planning. The latest update was published in September 2004. Prior to the present plan the college developed an Open Space Technology (OST) Task Force Report in November 1998 as part of strategic planning for the college. The goal was, "To be a leader in educational technology and information systems." These documents, as well as, interviews with Information and Educational Technology (IET) team members confirm that the technology plan is a living document that is revised regularly. (III.C.1.c., III.C.2.)

Program Review and information gathered on visits to units on campus feed into the plan. IET team members visit units yearly, asking, "What is it you need? How can we help you?" The plan does have a timeline for replacing faculty computers, and on-going funding is secured. There are projected costs for classroom technology upgrades, but no timeline is included. About 75 percent of classrooms have upgraded technology. Lab computers for students are upgraded mainly from instructional funds. There seems to be no overall plan for staff upgrades; presently it is handled by departments. While on the faculty side a plan and funding exist, on the administration side there is no comprehensive technology plan included in the planning documents. Interviews with IET staff confirm that there is no comprehensive technology plan for the campus and the team feels that there is a need for one. Presently one of the methods used to provide computing capability for staff other than faculty is to recycle faculty computers as they are replaced. The new facilities that are being built include technology infrastructure. (III.C.1.c., III.C.1.d., III.C.2.)

The college uses ICCIS as its integrated administrative information system. Purchased in 1996, the IET team has modified it continually over the years and continues to adapt it to meet the college's needs. A data warehouse has been constructed, which provides Research and Institutional Effectiveness (RIE) with access for research activities. Extracting data from the warehouse is presently not as efficient as desired; therefore, the IET and RIE are continuing to look for a user-

friendly interface. The system supports the student web portal, which is continually being enhanced. The disaster recovery plan is not what the IET team would wish, and they continue to investigate options. The college has installed a generator that provides back up power for the mainframe and other servers. Presently, they backup daily and once a week backup tapes are removed to another building for storage. The college uses multiple tactics to ensure that security and privacy are protected. (III.C., III.C.1.a.)

Financial Resources

The district has benefited from a conservative approach in the utilization of General Fund Unrestricted ending balances that are generated by the organization over time. The General Fund Unrestricted ending balance of $12.9 million for FY 02-03 as noted in the Report of Audit of Financial Statements June 30, 2003 is consistent with the Board's 10 percent Unrestricted General Fund Reserve Policy. These funds are not utilized or committed in the operational budget and enable the organization to weather the recent uncertainties relative to the state's financial problems.

The district's 10 percent Unrestricted General Fund Reserve Policy and the Balanced Budget Policy have insured that the level of financial resources is more than adequate to provide financial solvency in both the short term and into the future. Both policies were confirmed as present in Chapter Six Business and Fiscal Affairs of the Mt. San Antonio College Board Policies.

Integration between financial planning and institutional planning needs improvement. The Budget Committee makes recommendations to the President's Advisory Council (PAC), the primary planning committee for the college.

The president has asked the Budget Committee to develop new budget planning guidelines in response to the budget reductions that have occurred statewide over the last two years. The significant state funding deficit and its impact on the college's budget process stimulated broad discussion regarding expenditure reductions. The Budget Committee did not have a clear process to deal with reduction of expenditures. Previously, they had only dealt with the allocation of new revenues. The new budget guidelines requested by the president are being developed.

College administrators expressed a desire to more closely integrate financial planning with institutional planning. The plan is to have program review at the departmental level flow to a new committee, the Institutional Effectiveness Committee. This committee would work with the Budget Development Committee to integrate program plans with the budget. (III.D.1., III.D.1.a.)

The college has a long history of conservative fiscal management and the institution's 2020 Vision Strategic Plan realistically outlines planning based on the availability of financial resources. The majority of the district's long-term debt (90 percent) relates to the

outstanding bonds payable relating to the General Obligation Bond, Measure R. The institution has increased the leverage of the bond funding by using some of the funds as matching funds in order to qualify for additional State Capital Outlay funds.

The required annual financial audits for the General Obligation Bonds, Measure R were reviewed and the independent auditor's report for years ended 2002 and 2003 contained no findings or questioned costs.

In addition, all past Certificates of Participation (COPS) that were used to finance major capital improvements in the past have been completely paid off. The institution's Statement of Net Assets contained in the Report on Audit of Financial Statements June 30, 2003 reports total assets of $130.6 million, $63.1 million in total liabilities and $67.3 million in net assets after all liabilities.

The college seeks funding through grants and partnerships as noted by the self study, however, for a district of this size the amount of contract and grant funding outside of state categorical funds was a very small percentage of the total general fund revenues as noted in the Report of Audited Financial Statements June 30, 2003. Student demographics would appear to make the college eligible for more grant funds than it currently receives. (III.D.1.b.)

The institution indicates that in making short-range financial plans they consider long-range financial priorities to assure financial stability. The institution has identified, and plans for, payment of liabilities and future obligations. One of the most significant long-term future obligations of the district is the funding of post-retirement benefits. In the past, districts were allowed to pay as you go for post retirement benefits on an annual basis. Recent changes in Governmental Accounting Standards Board (GASB) require districts to accurately reflect the present value of all post retirement benefits that have been earned by employees through service. An actuarial study dated March 2003 estimates a present value of future post retirement medical benefits of $74.7 million for the district and related component units. The balance of funds to address this new GASB requirement in the JPA that is applicable Mt. San Antonio at June 30, 2003 was approximately $49.3 million. This is positive for the college, as many community college districts in California do not have this level of resources in relation to the total obligation for the post retirement benefits. (III.D.1.c.) Although the college suspended the annual payment of $2.6 million to the JPA for FY 03-04 as a means to limit the college's budget deficit in the short-term, the college acknowledges the importance of this new requirement.

As noted previously, the Budget Committee is revising budget process guidelines to address both increases and decrease in resources and greater integration with the institutional planning efforts. (III.D.1.d.)

Evidence provided in the Mt. SAC 2004-05 Adopted Budget and the Report on Audited Financial Statements June 30, 2003 provide adequate documentation to insure appropriate

allocation and use of financial resources to support student learning programs and services. Audit findings outlined in the Report of Financial Statements June 30, 2003 are not material to the financial statements as a whole and the District has provided adequate responses and corrective action plans to remove the findings. (III.D.2., III.D.2.a.)

The college contracts with the Los Angles County Office of Education for financial services. They recently migrated to a new financial system that appears to provide better access to financial information. For example, financial reports are made available to budget managers via Mt. SAC's Internet web browser on a weekly and monthly basis. These reports include budget to actual activity along with account balances. (III.D.2.b.)

The college has provided adequate evidence via the Report on Audited Financial Statements June 30, 2003, the Balanced Budget Policy, and a 10% Unrestricted General Fund Reserve Policy that insures adequate cash flow to maintain stability. It is further evidenced by the fact the college has not had to issue Tax Revenue Anticipation Notes (TRANs) to address any cash flow deficiencies. (III.D.2.c.)

There is ample evidence in the Report on Audit of Financial Statements June 30, 2003 that indicated effective oversight of finances, including financial aid, grants, and auxiliary organizations. The Report on Audit of Financial Statements June 30, 2003 included finding 03-02 in the Schedule of Findings and Questioned Cost. This finding consisted of un-reconciled balances in some receivable and payable accounts, lack of segregation of duties, and untimely cancellation of stale dated checks. The district has transferred the responsibility for Financial Aid accounting from the Auxiliary Services to the district and all the issues were resolved and this finding will not be included in the 2004 audit report. The only remaining audit finding 03-01 Capital Assets reported the need to include sales tax on capital assets into the Fixed Asset Program and proper evaluation and inclusion of parking lot and other site improvements into the Fixed Asset Program.

Interviews with financial staff responsible for oversight of financial resources, along with no material finding or questioned cost from the independent audit, point to a high degree of integrity in stewardship of fiscal resources and are consistent with the mission and goals of the institution. Sufficient controls relative to external contracts are evidenced by the annual Board authorization for key employees to sign specific contacts on behalf of the district and related Administrative Regulations and Procedures that control bidding requirements. (III.D.2.e., III.D.2.f.)

The college recently converted to a new financial system that should result in an overall improvement in financial oversight and will increase the availability of financial data for decision-making. Fiscal Services is in the process of implementing the new system's online purchase system. (III.D.2.g.)

The college leadership acknowledges the need to link institutional planning to the budgetary process and to assess the return on financial commitments to ensure resources are being utilized in an effective manner. The college indicates progress toward this standard. (III.D.3.)

III. Conclusions

The college community appears to have absorbed the changes (evaluation procedures, reclassification, restructuring, etc.) in human resources with equanimity. As a result available human energy is primarily focused on creating and maintaining an atmosphere that supports student learning and learners. The college needs to address under representation of Asians and Hispanics among employees.

Facilities managers are involved in planning, evaluation and improvement. They do their own program review and report that they have improved their operations as a result. They are also involved in academic program reviews in that they add realistic considerations to the physical dimensions of programs' future plans. Ample documentation exists to support physical resources planning for what is currently taking place as well as for anticipated needs according to several different enrollment scenarios. It is important to note that staff and students have not been involved in assessing safety and security on the campus.

The college has adequate technology of all types to support students, faculty, and staff. The campus has embraced technology as a way to improve student learning and increase productivity. There is a council that provides advice and a technology-planning document. There are numerous labs, both open and specific, for student use. Many classrooms have been upgraded to include technology for instruction and the new buildings are being built with technology infrastructure. The college meets or exceeds many of the standards. However, there is not a technology plan for the campus that is comprehensive, nor is the planning, acquisition, evaluation of technology fully integrated into institutional and fiscal planning.

Overall the college meets the criteria outlined in Standard III. The college should be commended on its prudent fiscal management policies, specifically the District's 10% Unrestricted General Fund Reserve Policy and the Balanced Budget Policy.

In addition to the standards already in use, students, full and part time staff perceptions with respect to safety, security, adequacy of equipment, access etc. need to be surveyed as a part of evaluation, planning and improvement. (III.B.1.)

IV. Recommendations

See references to Standard III in Recommendations 1 and 2.

STANDARD IV
Leadership and Governance

I. General Comments

The college seems to have done a thorough job of reviewing the requirements of Standard IV and assessing and evaluating their compliance. It appears they have identified their strengths and weaknesses and have action plans to strengthen identified areas in need of work. Interviews, followed by the review of documentation, verified and validated the self-study in all areas within Standard IV.

II. Findings and Evidence

Decision-Making Roles and Processes

A new president brought changes to the college governance structure. The college moved from the Baldridge model of Continuous Quality Process to student learning outcomes that better matched the goals of the accreditation standards. Mt. San Antonio moved from a "shared governance" model to a participatory model. Committee membership was changed to include those with expertise and value added for the particular committee purpose, as opposed to membership based on position only. The college has attempted to reduce and streamline the number of committees and is encouraged to continue this process to enhance efficiency and communication. Buy-in from the college community seems close to being universal. Constituents at the college appear to have avenues for participation and idea generation.

The president also established the President's Advisory Council (PAC), which is a cross-functional group whose responsibilities include reviewing the college mission, vision, values and strategic goals; developing an integrated process for planning, budgeting and evaluation; participating in the development of college priorities, and the review of the governance structure. (IV.A.1., IV.A.3., IV.A.5.) In addition, they discuss ongoing issues facing the college and help advise the President and his senior staff. There is consensus that this group works well and has a strong role in the governance structure of the college. In this restructuring, expectations and roles were clarified among participants, creating a positive

attitude. (IV.A.2.a.) The team has verified a general acceptance and excitement of moving forward with the new participatory governance model. The college continues to evaluate the effectiveness of the governance structure and continues to make changes based on their assessments.

The president involves key staff in appropriate ways and empowers them to accomplish mutually agreed upon goals. The inclusion of students and staff appears to work well, including the faculty's involvement and leadership regarding student learning, assessment of learning outcomes and program development. (IV.A.2.b.)

The college does not have an integrated planning process, however, that is tied to the budget. Planning needs to be strengthened and linked to the budget allocation process and made an integral part of the college's overall goals. (IV.B.2.b.) In addition, it was not clear as to the role of the budget development committee or the processes used by that committee.

The self-study reflects the college's attempts to foster communication and dialogue and it acknowledges that it is not inclusive. Dialogue and communication remains a continuing challenge for Mt. SAC. For example, the Action Plan states that "Team leaders need to strengthen the communication at the team and unit level" and "The President's Advisory Council needs to assess effectiveness of current modes of communication."
The Self-Governance survey undertaken for the self-study indicates communication is not adequate. Similar results emerged from the Organizational Survey System (OSS). The Executive Summary of the OSS notes that employees are concerned with communication effectiveness, noting that fewer than half of the respondents agree that Mt. SAC has an adequate system for communication. The Summary also notes that these issues are not new. The OSS summary reports that communications have historically been reported as poor in three previous employee surveys.

The team has verified the self-study report regarding the need for a more effective communication network. There appears to be an enormous amount of available information, yet it was indicated that communication tends to get lost due to its sheer volume and the revamped committee structure. What was noted and confirmed was the lack of communication, dialogue, dissemination and accountability of information by the committee representatives back to their particular constituents.

Although dialogue and communication remains a continuing challenge for Mt. SAC, the quantum changes in governance and the ensuing satisfaction with these processes, tell a different tale. *These many changes, so widely accepted, could not have taken place without effective dialogue.* Every group we met with was happy with the changes. Faculty and classified senates, classified and faculty unions, administrators all agreed these changes were beneficial to the college, and to their constituency groups. Cross team meetings was another effective means of lateral transmission of information and communication and may help effectively solve part of the communication issue.

The team verified the institution demonstrates honesty and integrity with external agencies.

Board and Administrative Organization

The Board of Trustees functions as an independent body that establishes policy and assures the quality, integrity and effectiveness of the institution. The team noted that the board is active in ensuring financial stability with the expectation of a balanced budget, reserves of ten percent, and maintains the integrity of Mt. San Antonio College. The board also takes responsibility for legal matters as noted in board policy and as dictated by the Education Code.

The team found an inclusive process of selecting the president and the appropriate authority delegated from the Board of Trustees to the president. The board develops and maintains broad institutional policies and has delegated their implementation and responsibility to the superintendent/president. (IV.B.1., IV.B.1.c.) There appears to be a free exchange of ideas, with the president keeping the board members apprised of information and operations from the college. (IV.B.)

The superintendent/president has been evaluated once since his arrival at the college two years ago, using a process that involves board review of his accomplishments of institutional goals and other criteria. (IV.B.1.j.)

The board is also involved in reviewing programming at the college and pays attention to educational quality, including the review of all programs. The board fosters involvement of the faculty in academic and programmatic matters through the Academic Senate and curriculum development and review. (IV.B.1.b.)

Board policies and revisions were recently updated and include a new policy on code of ethics. The updated policies were aligned with those suggested by the Community College League of California and the recommendations made by the college's legal counsel. Not long ago, the board initiated a periodic review of its policies as issues arise to ensure consistency of action. The board also has specific bylaws and operating procedures. (IV.B.1.d.) The board also appears to act as a whole once decisions are made and acts in a manner consistent with its policies and bylaws. (IV.B.1.a.)

The five trustees are elected to four year terms and hold staggered terms of office as outlined in policy. The board's program for board development and new member orientation includes a handbook and meetings with the president. (IV.B.1.f.)

The team received conflicting information regarding the board's self-evaluation process. It was clear that the board needs a greater understanding of its need for board training and self-

evaluation, although by all accounts, the board has come a long way the past two years in its board skills. There was little evidence of board participation at statewide trustee meetings or an ongoing culture of board training. (IV.B.1.e.)

The board delegated the organization and preparation of the accreditation process to the president, although there was board involvement by one trustee in Standard IV. The board received updates by the president on the accreditation process and progress and was invited to attend update meetings. (IV.B.1.i.)

There is general agreement that the president has taken responsibility for the quality of the college he leads. Examples include his leadership regarding delegation of responsibility at the college to the appropriate people or groups. The president developed a more inclusive governance model, has taken an active leadership role in assessing institutional effectiveness, has involved himself in the selection of personnel, and in reorganizing to maximize effectiveness for the college. The team validated that the president has organized the college in a way that reflects the institution's purposes and acknowledges its size and complexity.

The president has established a collegial process that aids in the institutional review of the values, goals and priorities. The governance reorganization is based on inclusion of those who have added value and expertise versus position alone. He has developed a team approach where decisions occur at the local level and has included a review process to assess how that works. (IV.B.2.a., IV.B.2.b.)

One of the strengths of the president is his ability to delegate authority from the board in order to implement statutes, policies and regulations, and to make sure they are in line with the college mission. Additionally, the president has made the commitment to protect the instructional programs, aligning them with the mission and with the budget. (IV.B.2., IV.B.2.c., IV.B.2.d.)

III. Conclusions

The team validated that the governance structure has improved in that it is more streamlined, more efficient and includes enhanced interaction and participation among constituents. The college policies have been reviewed and updated. The expectation regarding communication around campus still needs to be addressed. The team has been unable to confirm recent board assessment and self-evaluation.

All remaining components of Standard IV were confirmed as being met except Standard IV.B.1.e.

V. Recommendations

<u>Recommendation 4: Dialogue</u>

In order to increase the effectiveness of communication lines found in the team structure, consideration should be given to replicating that concept throughout the institution. . The team recommends enhancement of self-reflective dialogue, particularly in lateral communications, between the representatives to governance committees and their constituent groups and peers. (IV.A.2., IV.A.2.a., IV.A.3., IV.A.5.) In addition, the team recommends that the Board of Trustees give serious consideration to developing good practices in self-reflective dialogue and, through their leadership, promote institutional integrity through candid self-evaluation and continuing board training. (IV.B.1.e.)

CONCLUSION

The visiting team found that Mt. San Antonio College is a strong college headed in a positive direction with great momentum. Consistent with the college's direction to institutionalize accreditation themes, attention should be given to a more deliberate alignment of those themes in coordination and clarification of program review and evaluation initiatives of the institution and, further, institutionalizing research and data analysis. The visiting team extends our appreciation to Mt. SAC for its hospitality and the strong and positive relationship that it maintains with ACCJC.