

Mt. San Antonio College
**2013 Accreditation
Midterm Report**



STUDENT SUCCESS

Mt. San Antonio College

Accreditation Midterm Report

Submitted by:

Mt. San Antonio College

**1100 N. Grand
Walnut, California 91789**

Submitted to

Accrediting Commission for Community and Junior Colleges

June 30, 2013

Due to Commission

October 15, 2013

Accreditation Midterm Report

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


From: William Scroggins, President/CEO
Mt. San Antonio College


1100 N. Grand
Walnut, California 91789


I certify there was broad participation by the campus community and believe this Report
accurately reflects the nature and substance of this institution.

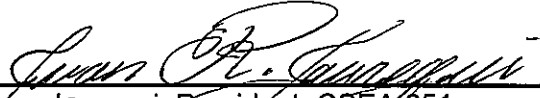
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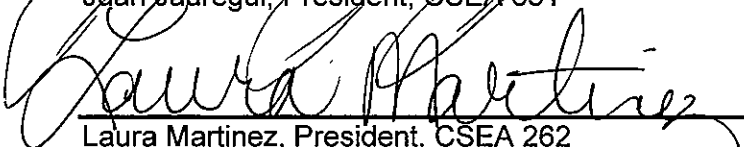

William Scroggins, College President/CEO
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Date


Manuel Baca, President, Board of Trustees
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Virginia Burley, Vice President, Instruction &
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Statement on Report Preparation

This Midterm Report was prepared in collaboration with the **Accreditation Leadership Ad Hoc Group**:

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Eric Kaljumagi, President, Academic Senate
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Laura Martinez, President, CSEA 262
Jennifer Galbraith, President, Faculty Association
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The Leadership Group was convened in 2012 to spearhead the completion of the [Midterm Report](#). Group members acted as liaisons with College constituencies to gather Midterm Report information and evidence. This effort began in spring 2012 when the Leadership Group met to review and revise a form requesting campus-wide updates on the three recommendations and six planning agendas identified from the Mt. SAC 2010 Self-Study and the ACCJC Team's Evaluation Report.

In fall 2012, the request for narrative progress updates was sent to all managers and chairs of groups/committees identified as key contributors in the data collection process. In October 2012, the Leadership Group met to review the College Midterm Report timeline and completion progress. In early 2013 the Leadership Group participated in the creation and facilitation of campus-wide accreditation presentations (faculty and classified) to increase employee awareness and understanding of ongoing accreditation processes as well as to encourage continual engagement of all constituencies in the Midterm Report development.

Throughout the Midterm Report development the Leadership Group validated data and evidence collected, gave input on narrative drafts, and communicated progress to the College's employees. In April 2013, the campus community was given the opportunity to provide its input. President's Cabinet and the President's Advisory Council reviewed the Midterm Report draft and provided input in April and May 2013. In May 2013, the Group finalized the Midterm Report and submitted it to the Board of Trustees for its review. Board approval of the final copy occurred at the June 2013 Board meeting.

Information about this Midterm Report can be found on the Web at:
<http://www.mtsac.edu/administration/accreditation/>

Response to Team Recommendations and Commission Action Letter

Recommendation 1

"In order to strengthen institutional effectiveness, the team recommends that the College continue its dialogue with classified leadership to improve classified employee participation in the participatory governance process. It is recommended that the College and classified leadership work collaboratively to implement the components of the planning agendas itemized on pages 3 and 4 of the August 23, 2010 addendum to the self-study and to continue to encourage classified participation by members of the classified service. (Standard IV.A.1, IV.3)"

Planning Agenda

"The College is confident in its current efforts and directions in which institutional leaders create an environment for innovation and institutional excellence. Staff, faculty, administrators, and students, no matter what their official titles, are encouraged to take initiative in improving the practices, the programs, and the services in which they are involved. To further these efforts, the President's Advisory Council will re-visit its current process that it has used since 2004 for evaluating and assuring effective and meaningful participation by classified employees on appropriate committees. A systematic participative process will continue to be used to assure effective discussion, planning, and implementation of College policies and procedures. (Standard IV.A.1)"

Progress

As the recommendation overlaps with the Planning Agenda item as noted above, they will be discussed as one unit. The recommendation is constructive: its purpose is for improvement and it does not imply deficiency. As such, the College will discuss how it has addressed the recommendation, how its work is sustainable, how it continues to meet the accreditation standards, and how it continues to meet the accreditation policies.

The College is committed to maintaining a positive institutional work environment for all constituent groups. For classified employees, the focus has been on avenues for participation that value their contributions in the participatory governance process. Efforts to evaluate and assure effective and meaningful participation of classified employees commenced immediately following the self-study site visit. Initial implementation efforts included a [Post-Accreditation Feedback](#) study and a Classified Communication Reflection Summit with both California School Employees Association (CSEA) bargaining units. The Post-Accreditation Feedback study began in November 2010 by inviting all those who served on accreditation teams from 2008-2010 to gather in focus groups for reflection on the self-study development process and to invite suggestions for strategies to improve participation and engagement for the future. Communication structures, committee composition, preparation for participation, and manager support were consistent themes that emerged from focus group discussions (See [Post-Accreditation Feedback Study](#)). The CSEA Communications Summit was conducted in March 2011 to further explore the communication theme. Summit observations were summarized into a report which was discussed by key membership from the Instruction Office, the Research and Institutional Effectiveness Office, and the Presidents from CSEA 262 and CSEA 651. Potential solutions generated from this meeting were summarized and taken to President's Advisory Council (See [Classified Communication Reflection Summit](#)).

Several actions have been taken as a result of the Post-Accreditation Feedback study and CSEA Communications Summit. The classified committee for Professional and Organizational Development (POD) was re-started under the title of the Classified Professional Development Committee (CPDC), and its perspective was taken into consideration regarding the design of the campus-wide professional development survey used in spring 2012. CPDC is also tasked with finding ways to increase participation by more classified members of the College, with a focus on those with non-traditional work hours. More professional development opportunities are now being offered specifically targeted to be relevant and of interest to classified employees. These include a regular Classified Conference which began in spring 2012 and New Employee Welcome held three times per year, commencing in fall 2012. Conference topics such as the role and importance of classified participation in the accreditation process have been well received and have highlighted the critical nature of collaboration for innovation and institutional excellence. There has also been a re-awakening of the employee recognition program Valuing Opinions/Opportunities and Identifying and Communicating Employee Successes ([VOICES](#)). Objectives of VOICES include the development of tools and processes to improve internal communication, creating communication vehicles to highlight quality improvement efforts and staff achievement, and seeking out “voices” of concern to encourage the formation of solutions. The chair and several committee members of VOICES are classified employees.

On a yearly basis, a Facilities (Team) Planning Summit is organized, with participants including facilities classified employees, managers, and an architect. The last one occurred in March 2013 and focused on the following:

- **The value of shared governance.**
 - The Vice President of Instruction, Virginia Burley, attended the event to discuss the importance of shared governance. It was through this discussion that the group worked on ways to enhance participation in shared governance and to communicate information back to staff and facilities personnel.
- **Training to keep up with changes in technology.**
 - The group discussed how to improve training to keep up with changes in technology to better serve the College. There are numerous training resources in-house that could be communicated to Professional and Organizational Development.
- **How to effectively use the work order system.**
 - School-Dude is the College’s work order system. From the discussions, it was important for employees to have hand-held devices to interface in an on-demand way with School-Dude (e.g., receive work order, communicate work order status, add work order, and close off work order). In order to improve the facilities services to the Mt. SAC community, it would be beneficial to have a Web page that would help others better understand the functioning of the department such as how to put in a work order.
- **How to improve the integration of maintenance and operation employees in new projects and building design projects at both the beginning points of the projects as well as the handoff of them to facilities employees.**
 - With new building designs, each department is represented on a team to give a better functional or usable expertise in order to help improve building designs for efficiency. Facilities employees will be participating at different phases of the buildings’ completion. There will be more standardized modes of operation and interaction.

Given the success of the Facilities (Team) Summit, the College will work to create more frequent opportunities for information sharing, focused dialogue, and problem solving on critical issues affecting facilities classified employees (i.e., monthly newsletter issues update and department meetings).

Systematic structures for regular communication with classified employees regarding issues and local planning ideas being considered by the College have been implemented. Each week the Mt. SAC President provides campus-wide updates through both email and the College website on pressing issues noted to the Board of Trustees as well as those issues considered and decisions made at President's Cabinet. The President's communications tend to include not only a short narrative, but also links to the full document when available (See [Campus Connection President's Perspective](#)). This transparency in decision-making has been carried to all participatory governance committees, with the College maintaining a Web page of information, agendas, and minutes available to all. The College's Web update initiative is assisting committees in their efforts to keep materials current and accessible for all in the College community (See [College Committees' website](#)). Because the College realizes that electronic communication is not the preferred venue for some classified employees, efforts are being made to reach these groups through printed literature of pertinent College documents.

Campus-wide opportunities for dialogue have also improved with a Classified Opening Meeting on Convocation Day and regular Town Hall meetings organized by the College President. Additionally, there are regular meetings for CSEA with Human Resources that provide opportunities for communication and input by classified on negotiable and non-negotiable issues. The VP of Human Resources (HR) retired in fall 2012. CSEA chapters 262 and 651 do not meet, regularly with anyone in HR. Unfortunately, the College is repeating the previous status quo of not bringing items forward before issues begin. The CSEA 262 President does have monthly meetings with the College President, but HR-related issues are not discussed in these meetings. Monthly meetings between CSEA 651 President and the College President are dependent upon CSEA 651 finding an additional representative to participate. The development and implementation of a formal structure for classified employee groups to discuss and resolve non-negotiable issues with the District is in the planning process. Although the College initiated a Classified Mutual Agreement Council (CMAC) in 2011-12, this first attempt at structuring a discussion forum for non-negotiable classified issues was not effective. Efforts to establish stability and functionality of this council have also been hampered by a vacancy in the position of Vice President of Human Resources. The College will use 2012-13 as an opportunity to determine other factors that made CMAC unsustainable and develop recommendations for the new VP of HR to increase its success and effectiveness.

To further institutionalize and strengthen classified employee participation, the College has focused upon collaboration of all employees as a critical component of institutional effectiveness. In May 2012 a campus-wide effort to increase awareness and engagement of employees with the Mt. SAC core values was initiated. Mt. SAC's core values are now visible on the walls throughout the College as a guide to encourage positive interactions. The President has reinforced our commitment to these values through announcements regarding their value and usefulness. Additionally, Vice Presidents and managers have discussed the core values with their employees. While this effort for using the core values as a framework for employee interactions was a focus in 2012, continuation of this emphasis should be woven into ongoing College procedures to increase its sustainability.

Managers play a critical role in supporting classified employee participation in governance. A Managers' Survey that focused on strategies to improve dialogue with Classified was conducted in Spring 2011. The resulting survey report, "Managers' Strategies to Improve Dialogue with Classified," was created as a resource for managers to facilitate a positive and collaborative work environment (See [Managers' Strategies to Improve Dialogue with Classified](#)). In support of these efforts, the College President and Vice Presidents have given managers explicit direction to be responsive to classified members' needs for involvement in planning processes, especially in the annual unit-level program review. Inclusion of classified employees in planning efforts is evident through a more deliberate engagement of all employees in the Planning for Institutional Effectiveness (PIE) process (i.e., the College's program review process). To enhance this

inclusion, PIE training was offered for all employees to attend in spring 2012. This process has also been supported through the revision of Administrative Procedure (AP) 3250 which has strengthened the role of classified participation in a twice yearly expanded President's Advisory Council assessment of the integrated planning at the College (See [Administrative Procedures – AP 3250](#)).

Additionally, classified employees were added to the list of reviewers for new or revised APs and Board Policies (BPs) to increase classified knowledge of and participation in discussion regarding changes being made. [Administrative Procedure](#) 2410 was revised to clarify the process for developing and approving BPs and APs. President's Advisory Council is now playing a stronger role in the flow of approval for all three categories: academic and professional, negotiable, and institutional policies and procedures. The President's Office improved the processing and tracking of new and revised BPs and APs. The President/CEO has reviewed all outstanding BPs and APs and brought them into the review process. President's Advisory Council reviewed and approved several changes in fall 2012.

Management encouragement for CSEA 262 classified employees to participate on committees is evident. Classified employees who have asked to participate on a committee have been supported in their service requests. The CSEA 262 Chapter President sends an email notification to their appointee's manager advising of appointment, meeting date/time commitment, and citation of appropriate collective bargaining agreement language. The CSEA President also advises the appointees to inform their managers directly of any changes or additions to meeting commitments. This has been effective in "breaking the ice" for the employee. It is important to note, some managers still require their employees to find coverage for their time away. A similar process is being developed to increase committee involvement by CSEA 651 members.

In April 2013 the Mt. SAC Classified Senate was honored to be selected as a Model Classified Senate by the California Community Colleges Classified Senate for exercising their role in shared governance with autonomy and professionalism. This award identifies the Mt. SAC Classified Senate as an exemplary organization this is recognized by the College administration as a governance participant, encourages a cooperative working and professional relationship with collective bargaining agents, and is organized to actively engage in the shared governance process.

President's Advisory Council evaluates participation by classified employees on committees through its annual committee review process. As a result there has been deliberate inclusion and participation of classified staff on major committees such as the Facilities Advisory Committee (FAC) and the Information Technology Advisory Committee (ITAC). Efforts have been made to resolve issues that marginalize or dilute participation of classified employees on committees or task-based groups. One theme of responses has been consistent; classified don't feel they are included in the initiation of policies or procedures. In order to keep improving our processes, constituency groups are given the opportunity to share their perspectives on issues at President's Advisory Council, at Board of Trustee Meetings, and at one-on-one meetings with the College's administration. However, both CSEA units believe that fair representation requires equal numbers of representatives. Therefore, CSEA representation should be evaluated for equitability.

In order to facilitate the process of tracking progress on the planning agendas addendum to the self-study and visiting team recommendation, a template was created and used. College and classified leadership have worked collaboratively on implementation. Progress made has been formally documented through completion of follow-up activities.

Analysis of results achieved to date and their sustainability

A review indicates that the College has made many efforts to improve classified members' participation in participatory governance committees. Systematic participation processes have been reviewed and changes implemented to increase classified participation; however, some challenges remain that the College continues to work on. The College is committed to continue its vigilance and evaluation of success in this area in order to ensure that classified employees are engaged in meaningful dialogue and decision making. Based on the aforementioned, the College believes it is meeting the standards. (Standard IV.A.1, IV.3).

Additional plans that have been developed

The College has not developed additional plans to address this recommendation as it believes the current processes are sufficient.

Recommendation 2

"The team recommends that the College review and clarify its student learning assessment terminology to alleviate potential confusion involving "measurable outcomes" and "student learning outcomes." By comprehensively assessing what the College refers to as "measurable outcomes," students and faculty could better understand assessment outcomes. The team also recommends that outcomes should be more easily accessible to students. (IIA.1.c; IIA.2.e, f, IIA.1.6)"

The recommendation is constructive: its purpose is for improvement and it does not imply deficiency. As such, the College will discuss how it has addressed the recommendation, how its work is sustainable, how it continues to meet the accreditation standards, and how it continues to meet the accreditation policies.

Progress

The Outcomes Committee has reviewed and clarified the learning assessment terminology used at Mt. SAC to address possible confusion between measurable objectives (MOs) and student learning outcomes (SLOs). The committee defined and communicated to the campus community that five attributes are essential to ensure SLOs will yield actionable information allowing for improvement: SLOs must be aligned with department goals, central to the course or program, feasible, meaningful for students, and measurable. Measurable Objectives that are written and framed with these five attributes can be used as SLOs. The Outcomes Committee also created a tools section on the outcomes website to provide faculty with detailed support in the understanding and development of SLOs. An assessment guide flow-chart available at this site provides a visual orientation to the process of outcomes development and assessment for improvement of teaching and learning (See [How to write an SLO; Assessment Guide](#)).

To increase accessibility of outcomes for students, the College created a Web page that links all outcomes in its electronic repository, TracDat, to the Web (See [SLO by Certificate / Degree / Discipline](#)). Students can find the course and its corresponding outcomes using simple drop-down menu options. On the page, it states that Student Learning Outcomes (SLOs) include general skills, knowledge, or applications which students are expected to demonstrate after completing a course or program of study. The discipline faculty members responsible for a course or program develop these outcomes, as well as measure or assess the students to determine if the outcomes are being met. Communication of SLOs to students also occurs on the syllabus of many courses. Faculty members are now required to include outcomes assessment as part of their 4-year course review process (See [Outcomes Plan](#)) (aligns with ACCJC rubric on SLOs).

The goal of assessing SLOs is to help improve learning in courses, strengthen curriculum, and improve student success and/or pedagogy. Findings are being used to improve student learning

as demonstrated by the annual program review process called Planning for Institutional Effectiveness (PIE) and examples therein (See [PIE Summary and VPI and VPSS reports](#)). Annual Presidential Awards for Excellence and Innovation in Teaching and Learning were established by the College President and the Outcomes Committee in 2011 to honor Mt. SAC employees' work in outcome assessment. Presidential awards highlight meaningful use of outcomes assessment and College value for SLOs by recognizing distinguished departments and individuals who have used SLO assessment for the improvement of teaching and learning. (See [Presidential Awards](#)).

Analysis of results achieved to date and its sustainability

The College's sustainability of outcomes efforts is palpable. There are clear indications from many pieces of evidence of the value placed on its outcomes work and its continued progress and evolution. As outcomes assessment is being included into the College's normal policies and procedures, it is clear that outcomes assessment will be maintained. Some examples of its sustainability are evident in program review (i.e., Planning for Institutional Effectiveness; 4-year course review). Based on the aforementioned, the College believes it is meeting the standards. (Standard IIA.1.c; IIA.2.e, f, IIA.1.6).

Additional plans that have been developed

In spring 2013, the Academic Senate reviewed and approved the new Outcomes Assessment Plan for the College. The Outcomes Committee, led by the Outcomes Coordinator, proposed a new plan in greater alignment with the College's current practices in outcomes assessment and provides faculty more authentic assessment directions for the next few years.

Part of the College's work in outcomes assessment also includes streamlining its electronic outcomes repository called TracDat. One of the feature tools that is being refined is faculty members' access to rubrics and how rubrics can be used in more College-wide endeavors such as general education outcomes and program-level outcomes. While a specific plan for this process is embedded in the new Outcomes Assessment Plan for the College, the concept is highlighted here to provide the Commission with a higher-level view of some of the evolutionary changes in the College's view of outcomes assessment.

Recommendation 3

"The team recommends that the College award degrees and certificates based on student achievement of a program's stated learning outcomes. The team recommends that the College be cognizant of the approaching deadline for compliance with this standard. (Standard IIA.1.c; IIA.2.h, i)"

Planning Agenda

"Mt. SAC will create a plan for creating student learning outcomes for all degrees and certificates and monitor the progress and allow for improvements. (Standard II.A.2.i)"

Progress:

As ACCJC Recommendation #3 and Mt. SAC's Planning Agenda under Standard II.A.2.i overlap, they will be discussed as one unit. The recommendation is constructive: its purpose is for improvement and it does not imply deficiency. As such, the College will discuss how it has addressed the recommendation, how its work is sustainable, how it continues to meet the accreditation standards, and how it continues to meet the accreditation policies.

Mt. SAC is committed to excellence and student success through its programs and services. In October 2012 the College submitted its Status Report on Student Learning Outcomes Implementation to the ACCJC. The report demonstrated that the College has fully met the ACCJC SLO Proficiency level (See Mt. SAC Status [Report](#) on Student Learning Outcomes

Implementation). As per this report, the College has strategically focused on improving its degree/certificate assessment work. This work has been driven by the Outcomes Committee (OC) which is led by the faculty Outcomes Coordinator. The OC created a new Outcomes Plan for 2012-2020 which was submitted for Academic Senate for review in October 2012. Newly proposed elements of this plan include faculty development and submittal of SLO's to the OC for consideration and recommendation when new degrees, certificates, or programs are created. The plan also includes a three to four year rotating cycle of outcomes assessment for all degrees/certificates, and courses (See [Outcomes Plan](#)). The Outcomes Committee is using a rubric to randomly evaluate quality of SLOs based on the four-year course review cycle. Results from this evaluation of SLOs will be sent to faculty to inform SLO improvements (aligns with ACCJC rubric on SLOs). The following table indicates the level of improvement in outcomes assessment attained by the College as of April 26, 2013.

Quantitative Evidence on the Percentage of SLOs with Ongoing Assessment of Learning Outcomes			
Level	October 2012	March 28, 2013	April 26, 2013
Courses:	86.62%	89.27%	89.4%
Programs:	65.31%	73.38%	80.89%
Student Learning and Support Activities	93.75%	92.6%	92.6%
Institutional Learning Outcomes or General Education Outcomes:	56%	83.4%	83.9%
Source:	ACCJC College Status Rpt	ACCJC Annual Rpt	Mt. SAC Internal Rpt

To further honor the College's commitment to excellence and student success, the faculty members have systematically developed Student Learning Outcomes which will ensure that when students earn degrees and certificates they have achieved the appropriate learning outcomes. At the first level of development, the faculty reviewed courses carefully to determine learning outcomes that would be appropriate for the course curriculum. This initiative was the first phase in the shift from conceptualizing successful student learning based on earning grades for a course and program completion dependent on simply satisfying a list of courses to a paradigm focused on student achievement of intended outcomes and necessary skill sets required for satisfactory program completion.

The second phase of the initiative is the linking of program-level outcomes to course-level outcomes to ensure that learning goals for all courses contribute to learning outcomes for the program. Faculty have developed stated learning outcomes at the course level to ensure that student achievement is based on what students have learned and not simply on what courses they have taken. This requirement is especially important for programs whose students must take licensing examinations in order to become certified to work in specific career fields. The Instructional Team Planning for Institutional Effectiveness Summary for 2011-12 (Section IV) identifies multiple specific examples of disciplines and departments in which changes to curriculum, at the course and program level, are made in response to data gathered in learning outcomes assessment. These data provide direct evidence to the faculty of learning goals in which students may need additional time, alternate pedagogy, or different learning modalities in order to achieve learning outcomes that are critical to successful program completion.

An additional effort to ensure that students are achieving learning outcomes can be seen in the College's increased focus on the development of augmented work experience opportunities for students as well as external internship opportunities. The curriculum for career and technical education programs is strongly oriented around hands-on learning in the clinical or laboratory setting so that students are able to learn concepts by applying theoretical knowledge in real world settings or through engagement in laboratory-based learning. Such opportunities are consistently focused on the development of skills and the satisfaction of learning outcomes for programs instead of on a traditional curriculum based primarily on scores earned on class assignments and examination.

An important trend identified in the team PIE report serves as a pertinent example of the focus on preparing students for jobs in industry based on achievement of learning outcomes defined by external industries:

Advisory Committees have indicated clearly to faculty that "Employers want graduates who have industry experience, industry vetted credentials, and strong interpersonal skills." In response, the faculty have developed work experience opportunities and identified internship sites, as well as providing students with the opportunity to earn industry credentials and take exams as part of the curriculum. In addition, the faculty integrated interpersonal and communication skills in the curriculum.

The College has quantitative and qualitative systems in place for evaluating student learning outcomes (SLOs) for its programs. At this time 81% of College programs have defined Student Learning Outcomes, with 73% demonstrating ongoing assessment. Program outcomes are based on the foundational principle that all courses required for the completion of a degree or certificate contribute to the mastery of the program's learning goals. Every program must identify SLOs that the faculty members determine are required for satisfactory completion of that program. The identified outcomes are documented in the annual program review process; these records are maintained in TracDat. Decision-making at the department level occurs as the product of dialogue on the results of assessment. Decisions are made by faculty to alter course delivery strategies and pedagogy; faculty also make decisions about program and course structure changes to improve student learning, and these curricular changes are reviewed through the curriculum committee. A student receiving a degree/certificate from Mt. San Antonio College will have successfully completed courses required for that degree/certificate. That student, then, would have met the program SLOs as well as the SLOs for each of the courses required for that degree/certificate.

Additionally, the Student Services team has strengthened its training and support for outcomes assessment related to the many services offered. Annually, the Student Services leadership team meets to review their progress toward completing and measuring their Student Learning Outcomes (SLOs). To ensure that their work is accurate, they conduct training sessions in which Student Services managers receive feedback on SLOs submitted, discussions are held regarding the progress of each department in measuring their SLOs, and tools are used to provide greater direction and clarity in how to write and measure SLOs (aligns with ACCJC rubric on SLOs). Student Services lies between the SLO work completed by faculty who teach in the classroom on one end of the spectrum to the measurement of administrative functions from finance to facilities at the other end of the spectrum.

A recent exercise conducted at the Student Services Managers' annual planning meeting was entitled, "Where Oh Where Did My SLOs GO?" Student Services team members reviewed each other's SLOs for accuracy, comprehension and robustness. Discussions focused on why and how to conduct meaningful assessment of the SLO and to report the impact of the assessment. For some departments, there was confusion as to whether their work qualified as an SLO due to the College's reliance on the use of AUOs (Administrative Unit Objectives) as

well. For example, Admissions and Records wrote an “AUO” about increasing student’s awareness of a new Title 5 regulation on course repeatability. After reviewing the wording as well as the summary of data and use of results, it was decided that this AUO was really an SLO:

After communicating with and notifying students of the change in College policy regarding course repetition, and their current status, students will understand the policy change and improve their successful course completion.

This was born out in the Summary of Data: *Students who repeated the course during the Winter and Spring 2012 terms, and who had been notified of the new repeat policy, improved their course pass rates by over 5.5%.* Thus, being able to directly and clearly communicate policies and concerns for students’ success can have a measurable impact on their course pass rates.

Another example of an SLO was submitted by the Student Health Center:

Patients will understand and be able to complete follow-up instructions, including use of meds, referrals, home care, etc. provided to them at the time of their visit to the Student Health Center.

The Means of Assessment was through phone calls; 584 calls were made to determine assessment results. Data that was thus collected documented that 45% of the respondents needed further assistance, most notably in the follow through with referral networks. Through reviewing the Use of Results section specific weaknesses were identified and instructions to student patients will specifically include a checklist for students to more easily follow instructions provided to them upon the end of their medical appointment.

Student Services continues to collaborate through the College’s planning and governance process to further define and represent a more comprehensive method for measuring student learning and support services outcomes.

The multitude of resources allocated to outcomes assessment demonstrates continued support from administration (e.g., [Department Chair Resources](#)). A consistent message that measurement of student achievement is assessed through program-level SLOs has been communicated, implemented, and monitored. Finally, alignment of resource requests with outcomes assessment is evident in program review. The faculty-lead process is also evidenced by Academic Senate’s continued support for outcomes work of faculty via its support for the Outcomes Coordinator and the work of the Outcomes Committee.

Analysis of results achieved to date and its sustainability

As noted above, the work of outcomes assessment is integral to the work of the College from the point of view of its policies and procedures. As such, the sustainability of the College’s current work is likely to happen. The College will continue to evaluate how the work is progressing and re-evaluate the evaluation process to ensure that quality is being met and there are many opportunities for it to improve student learning. Based on the aforementioned, the College believes it is meeting the standards. (*Standard IIA.1.c; IIA.2.h, i*).

Additional plans that have been developed

The new [Outcomes Plan](#) for 2012-2020 provides a direction for the College to follow as it pertains to authentic assessment. Mt. San Antonio College has long distinguished itself as an institution committed to excellence and student success through its programs and services. The aim of the Outcomes Committee (OC) was to create a plan that will strengthen curricula and instructional pedagogies by encouraging faculty to use the outcomes assessment process to improve teaching and learning through regular evaluation and collegial review by faculty

practitioners. Implementing formal assessment strategies will help foster a collaborative, dynamic, and iterative process that engages faculty, students, and personnel by improving curricula, pedagogy, and assessment of student progress. Although the College has utilized outcomes assessment in various capacities for nearly a decade, this plan seeks to amplify, develop, and extend current practices with additional initiatives. This plan seeks to continue those practices that have proven beneficial, as well as to introduce new items to further improve the process. Academic Senate approved the plan in spring 2013.

Eligibility Requirements

1. Authority

The authority for Mt. San Antonio College (Mt. SAC) is the Board of Trustees. The Board derives its authority from California Education Code 70902 and governs on behalf of the citizens of the Mt. SAC Community College District (See [Board Policy](#)—BP 2200). Mt. SAC is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Accreditation authorizes the College to offer and receive Title IV federal funding (i.e., financial aid for students and other federal grants and contracts) and to offer educational courses and programs including awarding of degrees and certificates (See [College Catalog](#) (page 3)).

2. Mission

Mt. SAC's mission is defined and adopted in [Board Policy](#) 1200 and is published in the current Catalog and Schedule of Classes. The mission supports the population served by the College, and it clarifies Mt. SAC's commitment to student learning: *The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.* The Board of Trustees reviews these statements annually at its winter two-day study session. The College's vision and core values serve to support the intent of the mission as well (See [Board Policy](#)—BP 1200; [College Mission, Vision and Core Values](#)).

3. Governing Board

Mt. SAC's governing board is responsible for guaranteeing the quality, the integrity, and the financial stability of the institution as it ensures the achievement of the College mission. The membership of the board is appropriate for it to fulfill all board responsibilities and reflects the interest of its constituents and the public in its activities and in its decisions. None of the board members has ownership or other personal financial interest in the College. The Board adheres to its conflict of interest policy as it dutifully ensures the academic and fiscal integrity of the College (See [Board Policies](#)—BP 2010, 2210, and 2715; [Administrative Procedure](#) 2710). The Board of Trustees determined that under California Law the College is required to move from at-large to zoned-area representation. The number of Board members will be increased from five to seven in January 2014 in order to appropriately represent the Mt. SAC District constituents.

4. Chief Executive Officer

Mt. SAC has a Chief Executive Officer (CEO) who has been appointed by the governing board per Board Policy 2430 (See [Board Policies](#)—BP2430). The CEO has full-time responsibility, administers board policies, and does not serve as the chair of the governing board.

5. Administrative Capacity

Mt. SAC has 67 administrative staff (Fall 2012 IPEDS) to support the services necessary to carry out the College's mission. Their preparation and experience is scrutinized through

rigorous Management Employee Selection Procedures delineated in Administrative Procedure 7122 (See [Administrative Procedures- AP7122](#)).

6. Operational Status

Mt. SAC serves students who are actively pursuing its degree and certificate programs, as well as life-long learning goals.

7. Degrees

Mt. SAC offers a wide range of educational programs, 91 of which lead to Associate Degrees. 27,160 of Mt. SAC students are enrolled in degree-applicable courses (See [College Catalog](#) – see *Associate Degrees on pages 61-95*).

8. Educational Programs

Mt. SAC's degree programs fit its mission and are based on recognized higher education fields of study. These programs are sufficient in their content and length of study required (See [Educational Design Committee](#); [Curriculum and Instruction Council](#)). Instructors are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record, both of which ensure that courses focus on identified student outcomes and are conducted with quality and rigor (See [Agreement--Mt. San Antonio College District and Faculty Association Article 18.B., Teaching Faculty Performance Expectancies](#)) 91 degree programs are two academic years in length (See [College Catalog](#)). In 2012, the College added language to the Administrative Procedures and Board Policies on prerequisites that mandate discipline faculty follow the course outline of record.

9. Academic Credit

Mt. SAC awards academic credit based on accepted practices of higher education per Administrative Procedures 4020, 4070, and 4080 Catalog Section Three: Credits and Grades (pages 12-14) (See [Administrative Procedures](#)—AP 4020, 4070, and 4080; [College Catalog](#)).

10. Student Learning and Achievement

Mt. SAC defines student learning outcomes (SLOs) for all of its courses and programs. SLOs are documented in the electronic hosting system, TracDat. Course, program, and general education outcomes information is also available in the College Catalog. The assessment of these outcomes is documented in the annual program review process which ensures that students completing the College's courses and programs (i.e., degrees and certificates) are achieving these expected outcomes (See [College Catalog](#); [Outcomes Web page](#)).

11. General Education

Mt. SAC's degree programs feature a component of general education that ensures breadth of knowledge and promotes the academic inquiry of its students per [Administrative Procedures](#) 4070 and 4080 (See [College Catalog](#)--Section Eight: *General Education Requirements and Philosophy* (page 62); [College Schedule of Classes](#)--*Graduation Requirements* (pages 41-42)). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The College has learning outcomes for the students who complete its general education pattern. The College's General Education program is scrutinized for rigor and quality by the Curriculum Committee (See [Educational Design Committee](#); [Curriculum and Instruction Council](#)).

12. Academic Freedom

At Mt. SAC, both intellectual freedom and independence are guaranteed per Board Policy 4030 and Administrative Procedure 4030 (See [Board Policies](#); [Administrative Procedures](#); [College Catalog](#)--Section Three: Attendance and Enrollment).

13. Faculty

Mt. SAC has 406 full-time faculty members (Fall 2012 IPEDS) who have met California State mandated minimum qualifications and thus are qualified to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the Faculty Contract Article 18.B. - Teaching Faculty Performance Expectancies (See [Agreement--Mt. San Antonio College District and Faculty Association](#)).

14. Student Services

Mt. SAC provides student services that are supportive of student learning for all of its students per Board Policies 5010-5560 and Administrative Procedures 5010-5550 in alignment with its institutional mission (See [Board Policies](#); [Administrative Procedures](#); [College Catalog](#)--Section Two: Matriculation and Section Four: Student Services and Student Life).

15. Admissions

Mt. SAC adheres to admission policies (per Board Policy 5010 and Administrative Procedure 5010-5012) in support of its mission that identifies the qualifications of students who are suitable for its programs (See [Board Policies](#); [Administrative Procedures](#)).

16. Information and Learning Resources

Mt. SAC provides to its students sufficient information and learning resources and services in support of its mission and all educational programs (See [College Catalog](#)--Section 5: Instruction and Learning Resources (page 23), and [College Schedule of Classes](#): Campus Services (page 34)).

17. Financial Resources

Mt. SAC budgets and financial statements document financial resources which adequately support its student learning programs and services, assure financial stability, and provides for ongoing improvement in institutional effectiveness (See [Board Policies](#)--BP 6200). Ongoing budget cuts are done primarily through reductions in status quo line items, not filling vacant positions, and gaining efficiency. For efficiencies, President's Cabinet evaluates College practices in areas like copying and printing and operation of units like the Wellness Center and the Child Development Center. One-time or limited duration budget cuts were for big ticket items such as paying retiree health premiums out of the trust and doing without technology or scheduled maintenance projects until Measure RR funds become available.

18. Financial Accountability

On April 1st of each year, Mt. SAC contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Numbers 34 and 35 using the Business Type Activity Model recommended by the Chancellor's Office committee on Fiscal and Accountability Standards, and it follows the guidelines and requirements as set forth in the California Community Colleges "Contracted District Audit Manual" (See [Audit Reports](#)).

19. Institutional Planning and Evaluation

Mt. SAC evaluates and publicizes how well it is accomplishing its purposes via its mission statement. It has evidence of planning for improvement in all areas. The institution

assesses the progress it has made in achieving its goals and uses an evaluation cycle and planning tied to resource allocation to make decisions for improvement (See *Planning for Institutional Effectiveness; Annual Report; College News and Press Releases; Student Learning Outcomes progress reports*). The College engages in campus-wide assessment of student learning outcomes with results used for program improvement (See *Mt. SAC Status [Report](#) on Student Learning Outcomes Implementation*).

20. Public Information

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

- Official name, address, telephone number(s), and website address of the institution (See [College Catalog \(page 30\)](#))
- Educational mission (See [College Catalog--Section One: The College](#))
- Course, program, and degree offerings (See [College Catalog--Section Seven: Programs of Study Leading to a Certificate \(page 28\)](#); [College Catalog--Section Eight: Programs of Study Leading to an Associate Degree \(page 61\)](#); [College Catalog--Section Ten: Course Descriptions \(page 108\)](#))
- Academic calendar and program length (See [College Catalog--College Calendar \(page vi\)](#))
- Academic freedom statement (See [College Catalog--Section 3: Academic Policies and Requirements \(page 11\)](#))
- Available student financial aid (See [College Catalog--Section Four: Student Services and Student Life \(page 19\)](#))
- Available learning resources (See [College Catalog--Section Five: Instruction and Learning Resources \(page 23\)](#))
- Names and degrees of administrators and faculty (See [College Catalog--Section Thirteen: Faculty and Academic Administrators \(page 251\)](#))
- Names of governing board members (See [College Catalog--Section One: The College \(page 2\)](#))
- Admission requirements (See [College Catalog--Section Two: Matriculation \(page 6\)](#))
- Student fees and other financial obligations (See [College Catalog--Section Two: Matriculation \(page 6\)](#))
- Degrees, certificates, graduation, and transfer requirements (See [College Catalog--Section Seven: Programs of Study Leading to a Certificate \(See page 28\)](#); [College Catalog--Section Eight: Programs of Study Leading to an Associate Degree \(See page 61\)](#); [College Catalog--Section Nine: Transferring to California Colleges and Universities \(See page 97\)](#))
- Academic regulations, including academic honesty (See [College Catalog--Section Twelve: College Policies and Notices \(See page 245\)](#))
- Nondiscrimination policy (See [College Catalog--Section Twelve: College Policies and Notices \(See page 246\)](#))
- Acceptance of transfer credits (See [College Catalog--Section Two: Matriculation](#))
- Grievance and complaint procedures (See [College Catalog--Section Twelve: College Policies and Notices \(See page 245\)](#))
- Sexual harassment policy (See [College Catalog--Section Twelve: College Policies and Notices \(See page 246\)](#))
- Refund of fees (See [College Catalog--Section Two: Matriculation \(See page 8\)](#))
- Student Learning Outcomes (See [SLO by Certificate / Degree / Discipline](#))

21. Relations with Accrediting Commission

Mt. SAC adheres to the eligibility requirements, the accreditation standards, and the policies of the Commission. The College fully agrees to disclose any and all information required by the Commission (See [Board Policies--BP 3200](#)). The disclosure of the College to the Commission is always honest, timely, and accurate in accordance with Commission policy.

Accreditation Standards and Commission policies

The last accreditation visit was in 2010, and since that time Mt. San Antonio College (Mt. SAC) has continued to evaluate and improve institutional effectiveness in many areas including program review, enrollment management, student services operations, completing buildings (new and remodels), and aligning the Auxiliary Accounts with the College's fiscal processes, to mention a few. Throughout those years, the College has used a strategic planning model, provided support for the faculty-led student learning outcomes process, and ensured that the College mission and goals drive the work of the institution and that the budget reflects the current and projected fiscal situation. The College has done tremendous work to address the severe and unstable budget situation and continues to maintain a viable fiscal situation while improving institutional effectiveness.

I.A. Mission

The mission, vision, and core values continue to be central to the College's work. The mission drives all planning activities at the College as reflected in PIE reports, annual updates of the strategic plan, and focused plans such as the 2012 Mt. SAC [Student Success Plan](#). The vision statement was used to organize the 2012 Strategic Plan goals into thematic groups. The core values have been posted around campus and were of great help in discussions leading to enhanced participation of classified staff.

Mt. SAC's mission statement is approved by its Board of Trustees and is published in many public places (See [Mt. SAC Mission, Vision and Core Values Web page](#); [College Catalog](#); [Schedule of Classes](#)). Using a participatory governance process, the President's Advisory Council regularly reviews and suggests revisions to the College's mission statement. The mission statement is then forwarded to the Board of Trustees for its consideration and approval. The mission statement was officially adopted by the College and approved by the Board of Trustees on April 8, 2008. The mission statement was subsequently reviewed by President's Advisory Council on January 5, 2011 with no suggested changes. "The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence" The mission and vision statements were placed throughout the College. The College's planning documents (e.g., program review (Planning for Institutional Effectiveness (PIE)), Educational Master Plan, etc.) also contain the College's mission statement, as it is the mission statement that drives the programs and services offered. The College's educational purpose, intended student population, and commitment to learning are outlined in the mission statement. Through the PIE planning process, the mission statement is a focal point of discussion as divisions; departments discuss division accomplishments and ongoing program priorities in relationship to accomplishment of the College mission statement and goals (e.g., annual advisory group retreats, facilities planning meetings).

The College meets each of the sub-standards.

I.B. Improving Institutional Effectiveness

As early as 2003, the College began its in-depth work on outcomes assessment. The College offers many examples of its efforts to create and to support student learning. Assessing

outcomes (i.e., student learning outcomes (SLOs) and general education outcomes (GEOs)) and using the assessment results for improvement are the core of the College's Planning for Institutional Effectiveness (PIE) process, which is the College's program review (PIE) model (See [PIE](#)). The evidence of the College's achievement of SLOs can be found in the outcomes Web page (See [Outcomes Web page](#)). Like SLOs, GEOs are included in PIE and follow a systematic evaluation process. An added component of GEOs is the need to bring together faculty from specific GE areas to discuss the culmination of their findings across courses and to make evaluative, use of results, decisions based on these findings.

Mt. SAC uses the PIE process and the [Budget Committee's resource allocation model](#) as its central methods for identification of and allocation of resources (monetary and nonmonetary) effectively to support student learning. Based on an analysis of PIE results and strategic actions needed to accomplish their goals, units/departments describe the resources needed and link requests (as appropriate) to unit, to team, or to College goals. The PIE model is the central vehicle for formal planning and evaluation at Mt. SAC (See [PIE documents \(archive\)](#)). The College recognizes that planning exists in other venues and for various specific purposes outside of PIE (e.g., grant project planning and evaluation, basic skills, Vocational Technical Education Act (VTEA), etc.). As much as possible, the College requires that elements of those activities be incorporated by the appropriate units into their institutional PIE documentation as well. Recognizing that the College's current budget model allocates most non-categorical funding at the team level (and requires that teams produce documentation of their individual budget allocation models and processes), the PIE process incorporates the addition of team goals. As teams align their unit planning and resource allocation requests to team goals, the College further strengthens the alignment and integration between planning and resources (See [PIE documents \(archive\)](#)). It is through the PIE program review process that the College can demonstrate evidence of institutional and program performance.

The PIE process allows for documentation of progress achieved. Through the use of self-reflective dialogue, external and internal data, and assessment, the departments/units can evaluate their courses, programs (i.e., degrees and/or certificates), and services. Some areas such as Student Services complete measurement of outcomes in all area from SLO work completed by faculty who teach in the classroom to measurement of administrative functions including financial aid. The PIE process is inclusive and allows for yearly exploration of all major initiatives of the department and a report out to the manager, who in turn summarizes his/her areas' achievements, provides feedback to the area, and reports to his/her respective vice president.

The Vice Presidents then summarize their areas and provide an overall evaluation of the progress of their areas with a synthesis and analysis that leads not only to a better understanding of each department/ unit, but also to a better understanding of a higher level review of the work of the College. It is through this institutional-wide process that the College begins to understand, on a yearly basis, thematically, the internal and external conditions facing the College, the data issues and results achieved, and how departments/units are using data for improvement. These vice president reports are given to the Institutional Effectiveness Committee (IEC) which evaluates and summarizes them and produces an annual report.

The evaluation report includes improvements for the next PIE cycle as well as recommendations for changes to the College goals and College processes. In addition to the vice presidents' reports, added to the mix are the results of the year's strategic objectives. Using the plethora of information related to the College's mission statement and goals, IEC compiles the information and also makes recommendations for the next year's strategic objectives. The compendium of information is placed on the College's website for all to view, and a notice is sent via campus email to all employees indicating its existence and the next year's PIE reporting format.

The Research and Institutional Effectiveness (RIE) department makes information publically available through the electronic Mt. SAC Fact Book (e.g., survey results) as part of a focus to support Mt. SAC employees in understanding what internal and external information is available and how to use it for program evaluation and improvement purposes. RIE works with all requestors to guide them in their use of these varied data sources and provides them with specific research for cohort tracking as well as specialized research such as placement test validation.

The College meets each of the sub-standards.

II.A. Instructional Programs

Mt. SAC offers over 1,500 courses for students in areas that enable students to transfer to four-year universities, in disciplines that prepare students for careers, and in topical areas focusing on basic skills development. The College offers Associate in Arts degrees and Associate in Science degrees, as well as both with a transfer focus. Also offered are Skills Certificates (low unit), Certificates of Achievement, as well as Certificates of Competency and Certificates of Occupational Training in Continuing Education. The College has aligned its general education requirements with the California State University (CSU) system general education requirements to enable students to seek associate degrees while simultaneously completing transfer requirements. The College's general education course options give students courses in multiple areas deemed to be of high value to a general education degree. Regular institutional review of courses in general education and all programs carefully considers evidence that teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements of the CSU and University of California (UC) systems for articulation. The College supports the faculty in ensuring that courses in their respective disciplines remain current, as certified by review of the Educational Design Committee and Academic Senate approval, and that they are regularly assessed in a systematic and well-documented annual program review process.

The Continuing Education Division recognizes the importance of providing students with a comprehensive system of programs and support services to ensure student success. Many of the students served through its noncredit programs are there because they need additional or specialized support in order to improve their chances of academic or career success. Students wishing to enroll in Adult Basic Education, Short-Term Vocational, or English as a Second Language (ESL) classes first complete required assessment and orientation processes prior to registering. Admissions, assessment, and orientation services take place at the program locations, enabling students to have an easy transition into classes in the same buildings. The location of noncredit student services within the programs also encourages students to access those services, since they are highly visible to students as they go to class (See [Continuing Education](#)).

Pursuant to Academic Senate Resolution 2011-16 Distance Learning Plan and Support, the Distance Learning Committee is drafting a Distance Learning Plan (DLC) that includes a continuous discussion with faculty regarding disciplines/courses are not currently offered in an online or hybrid delivery mode. A student survey on distance learning needs and interests was implemented in Spring 2012; results indicate a high student interest in being able to complete a full degree through online courses. The Distance Learning Committee is considering inclusion in its DL Plan of such activities as showing faculty what is possible to be taught online, communicating with faculty on courses that can be converted into DL mode, and informing departments and faculty whose courses if made into DL can fill the "gaps" towards a full degree online. The DL plan is going through the shared governance process.

Student Learning Outcomes assessment is required for every academic department, instructional program, and student services and support department. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate.

The act of assessing SLOs is the formalization of the thought processes that occur to all faculty engaged in teaching and learning activities; how do I know, unequivocally, that students understood the concept? When engaging in dialogue about SLOs, the following five attributes are essential to ensure the SLO will yield actionable information allowing for improvement:

- Alignment: SLOs must be aligned to department goals. Department goals are the educational outcomes departments are actively attempting to achieve.
- Central: Outcomes must be central to your course, program, or service.
- Feasible: Look at resources (human, time, technological, etc.) and determine whether the outcome and its assessment is feasible. Is it likely that the process could be accomplished?
- Meaningful: How important is the outcome to the course, program, or service?
- Measurable: SLOs must be measurable to yield actionable data.

More often than not, **measurable objectives at Mt. SAC are written and framed identically to SLOs.** If this is the case, measurable objectives can be used as SLOs.

To address issues regarding academic department reorganization, a new Administrative Procedure was created to ensure that the department structure is monitored and that a process is used to engage collaborative discussion for those involved in the possible reorganization (See [*Administrative Procedure 3110*](#)).

Mt. SAC demonstrates its integrity with the depth and breadth of its quality advertising. The College ensures that what it advertises is accurate and ethical. The College's Web pages are the primary source of information for its prospective and current students. The College allows all departments to maintain their Web pages and provides support resources as needed. Mt. SAC has expanded its advertising to students through its use of social media and uses applications and portal technology for its communications.

The College meets each of the sub-standards.

II.B. Student Support Services

The College mission is to serve and support all students in achieving their personal, educational, and career goals in an environment of academic excellence. Student Services actively supports the College mission through the mission of Student Services: "Through teamwork, passion and collective experiences, Student Services is dedicated to serving students and helping them achieve excellence and success." The cornerstone of Mt. SAC's student support services is based on a philosophy of access, inclusion, and success. Student Services uses an Access, Participation, Progress, Persistence and Success or, simply, "APS" model for defining its comprehensive, linked service delivery model, including integrated department goals and Student Learning Outcomes. Additional division-wide goals define the operational and administrative direction of Student Services related to planning, improving efficiency, data collection, research, professional development, and technological enhancements. Collectively, Student Services offers a wide array of services to students to provide access and a pathway to entering the College, support for matriculated students in persisting, making progress, and participating in the life of the College, and direction for

students moving into career positions, graduating, and transferring. Additionally, several unique interventions and support programs have been designed to address the distinct needs of special populations of students. Distance Learning students are also supported with their service needs (See [Distance Learning](#)).

Student Services utilizes multiple methodologies to develop and to establish services and programs to address the unique attributes of the College's student population. Individual department evaluations, division-wide planning meetings, quantitative studies, program review (PIE), annual categorical reports, college-wide surveys (CIRP, CSSEE, Graduation Survey) and College-wide plans such as the Matriculation Plan, Student Equity Plan, the Mt. SAC Student Success Plan, Educational Master Plan, and the Basic Skills plan are used to inform Student Services regarding the needs of the College's student population. The Cooperative Institutional Research Project (CIRP) survey of incoming freshmen students along with reports such as assessment (placement test) result trends and orientation surveys provide critical insight to understanding the incoming students.

Several key governance committees regularly examine data and reports to review issues and concerns related to diversity, equity, and student success. The Student Equity Committee examines data on student equity in terms of basic skills, disability, English as a second language, race/ethnicity, and gender on issues of access, course completion, and certificate and degree attainment. The Student Equity Committee uses the data to inform the campus community about the state of student success.

As a proactive step related to state-level discussions of student success, a widespread effort to engage the campus community in planning processes for student success was initiated in spring 2011 by the College's Student Preparation and Success Council (SP&S) and co-sponsored by Mt. SAC Basic Skills Coordinating Committee (BSCC). Over 60 faculty, administrators, staff and students took part in the discussions about developmental aspects of student learning – goal development, student engagement, development of soft skills, and assistance for students in clarifying the expectations of College. These discussions led to the development of a general framework for a Mt. SAC [Student](#) Success Plan. Ten key concepts and three major theme areas were defined. The themes included engagement, persistence, students' own goals, and completion of basic skills course sequences.

The College meets each of the sub-standards.

II.C. Library and Learning Support Services

The Mt. SAC's Library is an extension of the classroom. It is a learning environment in which students learn the skills essential for information literacy: framing research questions, conducting searches, locating sources, evaluating the credibility and usefulness of those sources, and citing those sources for their research projects across the College curriculum. The Library provides a variety of print, electronic, and digital resources that serve students, faculty, and staff, whether they are working on or off campus. Electronic resources, which are accessible remotely 24 hours a day, continue to become an ever more vital part of the collection.

The Library participates in College events with faculty members regularly contributing to presentations at annual Flex Days and student events, such as the ESL Career Conference and New Student Orientation.

There is a continued need to recognize the Library as a valuable resource and participant in student life at the launch of new programs, services, and events. Full-time library faculty collaboratively developed the Collection Development Policy and Guidelines which establishes

a 3-year review cycle. These, along with processes for library staff sign-off on new instructional programs and substantial change to programs ensure that the Mt. SAC Collection supports the curriculum.

Additionally, as a result of strengthened communication between the Library and Instruction office, Library faculty have worked with subject faculty that are developing degrees and certificates to identify informational research needs. These partnerships have helped Library faculty identify collection strengths and weaknesses so as to target their collection development activities, including selection and weeding, to specific subject areas. Having face-to-face meetings with subject faculty also provides Library faculty with an opportunity to demonstrate the use of electronic resources and to market the Library's instructional offerings.

The Library and Learning Resources Division continues to work to measure SLOs and AUOs to systematically assess services. Focal areas include: Information Competency Classes, Reference Desk, Research Workshop, Resources and Services, and Tutoring.

The College's [Online Learning Support Center](#) (OLSC) provides many opportunities for faculty to engage with technology in an online format. The College switched from Banner to Moodlerooms as its Learning Management System (LMS). The administrative unit objective (AUO) for OLSC includes a faculty survey to determine how useful the workshops are for their purposes.

The Learning Assistance Center, within the Library and Learning Resources Division, collaborates with all College tutoring centers to expand services to students, create meaningful assessments for program improvements, and support instruction across the curriculum. One collaborative project includes examining how tutoring helps students who are repeating courses. Preliminary data from Fall 2012 shows that students repeating a course will be 14% more likely to pass the course if they participate in tutoring.

The number of students who used online tutoring for math and science courses grew from 279 students in 2010-11 to 405 students in 2011-12. These students participated in 53 synchronous sessions, 52 asynchronous (question and answer) sessions, and 107 visits to archived sessions. The Writing Center has also launched an online tutoring component, which has shown high rates of participation.

Based on ACCJC' Team Evaluation report, the College was asked to create more "robust" assessments and data showing the impact of academic support on student success. The LAC's Tutorial Services revised its assessments to show how tutors and students master math concepts after participating in training or tutoring. Faculty teaching the tutor training courses for the tutoring of writing and math and for the training of supplemental instructors in a number of tutoring centers, including the LAC and the Writing Center, have also developed measurable SLOs for these courses. The Learning Lab (instructional computer lab) also implemented an SLO to illustrate the learning taking place during computer-based assignments. These assessments and others continue to be refined to examine student learning and the influence of academic support services. The Writing Center and the LAC have developed administrative unit objectives (AUOs) regarding success of basic skills students and carried through these outcomes through several complete cycles of assessment. In most cases, these programs are showing a 5-20% increase in success outcomes for basic skills students.

The College meets each of the sub-standards.

III.A. Human Resources

The institution employs qualified personnel that fully support student learning programs and services. Human Resources manages, monitors, and evaluates a highly structured set of

policies and procedures for recruiting and hiring personnel. The policies and procedures are based on the mission of the College, on institutional effectiveness, and on the in-depth job descriptions and announcements for positions. Job descriptions describe in detail the roles, responsibilities, and requirements for all positions. Before positions are advertised, President's Cabinet discusses need and funding, always using planning data and reports in deciding whether or not to open positions. Mt. SAC has clearly established evaluation procedures for all personnel, including the Board of Trustees, the College President/ CEO, managers, faculty, and classified staff (See [Agreement—Mt. San Antonio College District and CSEA 262](#); [Agreement—Mt. San Antonio College District and CSEA 651](#); [Agreement—Mt. San Antonio College District and Faculty Association](#); [Administrator Evaluation Form](#)).

The College's commitment to diversity is evident in activities, events, programs, and celebrations highlighting the significant educational role played by College employees of diverse backgrounds (See [Administrative Procedures](#)). The Campus Equity and Diversity Committee recently completed the District Equal Employment Opportunity Plan. The Committee has expanded focus to assess the campus culture on issues related to diversity. A major concern of the committee is the development of training to strengthen the College's commitment to diversity.

The Professional and Organizational Development (POD) department provides widespread opportunities for professional development based on assessment of Mt. SAC employees' needs through annual surveys and workshop evaluations. Employee needs are identified as immediate, high-demand, moderate-demand, and low-priority items. Using a campus-wide POD survey as well as conversations within the Professional Development Council, with input from the Classified Professional Development Committee and the Faculty Professional Development Committee, the professional development offerings are developed in response to stated employee needs. Additionally, effective online training is offered in areas such as Disabled Student Programs and Services and Skills and Pedagogy for Online Teaching. POD is continuing to focus its efforts on identifying existing and future workshops to be offered in an online format.

Mt. SAC is currently in the process of conducting a Classification and Compensation Study using and outside vendor - Koff & Associates, Inc. This purpose of the study was to conduct a thorough review of the classification structure for classified, confidential, supervisory, and management employees. An intensive part of this review requires the College to update and develop objective classification descriptions that are legally compliant (including FLSA and ADA requirements), internally aligned, reflective of contemporary standards, and accurately reflect current roles, responsibilities, duties, and qualifications. A secondary responsibility is the negotiation with the respective bargaining unit to codify these descriptions. Additionally, there will be a review of the College's compensation structure for the studied positions.

The College meets each of the sub-standards.

III.B. Physical Resources

The Mt. SAC physical plant consists of 85 structures on a campus of 421 acres. Of the campus structures, 57 are designated as academic buildings, with the remaining 28 utilized for administration, for operations, and for farm uses. There are 27 major teaching facilities ranging in size from 10,000 gross square feet to just over 100,000 gross square feet. Most structures are single story, but as the campus matures, multi-story facilities of two, three, and even four stories are becoming more prevalent. The physical space totals over 1,370,000 gross square feet (gsf) with the total assignable teaching space approaching 950,000 square feet (sf). Most of the College facilities were built in the 1940 to 1970 era, with only two significant new buildings added during the 1990's. Despite growth in the number of students served from 18,800 FTES in

1974 to 32,300 FTES in 1999, the College was unsuccessful in passing facilities improvement bonds in 1997 and 1999. With the passage of Proposition 39, the community approved a \$221 Million facilities bond (Measure R) in November 2001 with 17 listed projects. Of the 17 Measure R projects, 13 have been completed, 1 has been partially completed (phase 1), and 2 are currently under construction. Subsequent planning efforts resulted in the cancellation of two projects. Four of the original Measure R projects were moved forward into the 2008 facilities bond, Measure RR, due to insufficient funds. Over the last three years, a number of temporary structures have been removed and several new facilities have been completed, bringing the total building square footage to just over 1,500,000 sf while reducing the actual number of buildings to just over 80. The new facilities include the Agricultural Sciences facility, a new 48,000 sf laboratory building with specialized spaces for teaching plant and animal sciences, veterinary technology, and other agricultural disciplines, and a Design Technology Center, a new laboratory facility that includes 14 specialized laboratories, informal space for student collaboration and study, and a 400 seat assembly space. Several other facilities have been modernized or otherwise improved to increase space utilization, add technology, and improve accessibility. As of Spring 2013, new facilities for Food Service, Student Services and Counseling, and an emergency operations center are nearing the end of the design phase with construction scheduled to begin in 2013 or early 2014. Later in 2013, the 38,000 sf Child Development Center will be occupied, adding new teaching space and child care facilities that feature observation spaces for student interaction and instruction.

Measure RR was overwhelmingly approved in 2008 (See [Bond Measure RR Announcement; Bond Measure RR Success](#)), allowing bond sales on \$353 Million for construction, equipment, and debt retirement. Special attention has been paid to instructional equipment, sustainability, and infrastructure upgrades throughout the planning of this phase of the campus building program. In addition, allowances have been made to minimize the effects of construction cost escalation on the planned final outcome of the individual projects. The College's growth planning allows it to provide the needed physical resources for its students. The College meets each of the sub-standards. Early in 2013, the Board of Trustees approved the 2012 Master Plan update, and gave direction to issue bonds to fund several of the facilities projects listed in the Master Plan. Between 2013 and 2017, the College will spend over \$200 million to improve facilities, infrastructure and technology in several specific areas. The most significant new facility will be the Business and Computer Technology center, which will house business disciplines such as accounting and management, business administration, computer information systems, and consumer science and design technologies. The facility will replace a number of 1940's era buildings and will result in a net increase in building space of up to 50,000 sf. Other funded projects include the renovation of the athletics complex, a 2000+ space parking structure and extensive infrastructure improvements. The College will continue to focus on sustainability by utilizing the LEED program for new construction projects, and energy efficiency as on campus renewable power generation is considered.

The College meets each of the sub-standards.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. The College has an Information Technology (IT) staff of more than 70 full and part-time employees, with a budget for repairs and upgrades. The College also has many technicians assigned to labs and areas across campus to help with technology-related issues for student learning programs and services. The College's outcomes repository system is electronic, TracDat, and is supported behind-the-scenes with technical assistance as well as up-front through trainings offered by the Computer Services Coordinator. The Computer Services Coordinator also provides technical assistance to the Institutional Effectiveness

Committee (IEC) as it oversees program review and to the Outcomes Coordinator and the Research and Institutional Effectiveness department as they oversee outcomes assessment.

The Information Technology Advisory Committee (ITAC) reviewed and edited the Technology Master Plan (TMP). Information Technology participated in the Educational Master Planning Summit on October 26, 2012 to review the links between the TMP and other College plans. ITAC's goal is to complete the new TMP by June 2013.

Technology planning is integrated with institutional planning through the PIE program review process. The TMP outlines how resources are used to support student programs and services. The TMP is intended to integrate with all institutional planning as well as to integrate into the Educational Master Plan and the Facilities Master Plan. The TMP embodies this integration and allows for an evaluative component. The planning, acquisition, and support of technology at the College comes from a variety of processes. One of the College's goals is to utilize and to support appropriate technology to enhance educational programs and services. Technology support provided by the institution meets the needs of learning, of teaching, of College-wide communications, of research, and of operational systems.

The Mt. SAC Web Improvement Project kicked off in March 2012. The Web Team focused on cleaning up broken links, eliminating incorrect or outdated content and moving departments to the OmniUpdate content management tool. As of September 2012, the Team has reduced broken links by 75%, implemented stale reminders to notify owners of old content, and migrated pages to the new OmniUpdate template. They have held more than 20 Web workshops and trained more than 100 staff members on how to maintain their own Web pages.

The College's MountieAPP for iPhone, Android, and Blackberry smartphones was launched on June 1, 2012 providing students with access to the College map, staff directory, news feed, personal class schedule, any holds on their record, grades, and the schedule of classes. Future plans include push notifications to the MountieAPP to notify students of their waitlist status and additional Web workshops to train more departments to maintain their own content (See [Web Improvement Project](#); [MountieAPP](#)).

Student specific support was nonexistent prior to the implementation of Banner. At that point a serious need was recognized and filled using a peer-to-peer model. IT hires student workers to support our student population under the supervision, and with the support of, full-time Help Desk staff. If funding became available to keep the Help Desk open for extended hours, additional students would be hired to continue the peer-to-peer assistance (See [Help Desk](#)).

The College meets each of the sub-standards.

III.D. Financial Resources

Mt. SAC is one of the most fiscally healthy districts in the State because of its long history of sound fiscal management and stable enrollment growth. The College maintains a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy (See [Board Policies—BP 6200](#)). This conservative approach to fiscal management has helped to ensure financial stability even during challenging economic conditions.

The College's budget is created using a collaborative, collegial model of both top-down and bottom-up approaches. While College administration is responsible for reviewing the revenue from the state, the units are responsible for determining their resource requirements. The proposed budget is presented to numerous committees (e.g., President's Advisory Council) and to the Board of Trustees in an open board meeting, at which the public is given the opportunity

to comment. The College uses many planning processes to distribute resources as noted in response within this report to our Self-Identified Issues.

Departments are now able to retrieve their budget transactions online 24/7. The requisition training that is done on a regular basis includes how to access accounts to see their balances up-to-date (i.e., on a real-time basis).

The College meets each of the sub-standards.

IV.A. Decision-Making Roles and Processes

The College recognizes that ethical and effective leadership throughout the organization enables the College to identify institutional vision, mission, philosophy, and strategic goals, to foster continual improvement, and, ultimately, to enhance student learning outcomes. Within the framework of the College's mission, vision, and core values ([See College Mission, Vision and Core Values](#)), the College promotes effective leadership, integrity, respect, collaboration, community building, positive spirit, and diversity. This philosophy of leadership enables the College to identify and to achieve goals in a positive environment. The College creates clear expectations for setting and achieving goals across the institution (e.g., Program Review). The College also has an Institutional Code of Ethics policy that clearly delineates its focus on ethical issues and thus its effective leadership stand (See [Board Policies](#)—BP 3050).

In addition to the Board Policy, the Academic Senate at Mt. SAC has adopted the Statement of Professional Ethics, May 27, 2010, from the Association of University Professors (AAUP). This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking about all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community.

The leaders of the College create an environment for empowerment, for innovation, and for institutional excellence through the many committees, team structures, Academic Senate, Classified Senate, and Associated Student government. Systematic participative processes are in place to allow for institutional effectiveness related to the College's policies and institution-wide issues; although, the College should continue to check-in on and evaluate participation in governance committees to identify and mitigate inhibitors to classified employees' involvement in participatory governance.

The number of classified staff participating on major committees such as President's Advisory Council has increased. Opportunities for dialogue have improved with the Classified Opening Meeting on Convocation Day and regular Town Hall meetings. Other activities like VOICES and Classified Welcome have encouraged participation and recognition of employees.

The Board agrees that fostering a more collegial environment for all Mt. SAC employees is a priority. CSEA 651 would like to have a clear statement regarding this goal becoming a priority.

The College maintains a Web page with information on all committees: <http://www.mtsac.edu/governance/committees/index.html>. The page is organized into Governance, Operational, and Academic Senate committees. More attention is needed to keep the information on these committees current. The College's Web update initiative is assisting with this effort (i.e., Omni Update).

[Article 21](#) of the current Faculty Agreement is the Dispute Process that is to be followed for resolution of conflicts between faculty members and the District or faculty member and faculty member that are the result of not exhibiting professional behavior. The District and the Faculty

Association agreed to Article 21, Dispute Process, in order to encourage the prompt resolution of all complaints, misunderstandings or other difficulties which relate to disputes based on professional behavior, policies and practices. This is a clearly defined procedure to follow if a faculty member has acted unethical towards others, or if a District manager has acted unethical to a faculty member.

Furthermore, included in the Faculty Association [Bylaws](#) under Section II Purposes, is II. E. which states the primary purposes of this Association shall be "To promote professional attitudes and ethical conduct among members". Also included in Section IV Membership of the Faculty Association Bylaws is part E which states "Active members shall adhere to [NEA Code of Ethics](#)." This NEA Code of Ethics has been forwarded to the Academic Senate's Professional Relations Committee to use for reference. CSEA 651 agrees that this is a great idea but evidence where this is supported and evidence of a plan is not yet available. All groups need to participate in the development of a "Universal Code."

The College meets each of the sub-standards.

IV.B. Board and Administrative Organization

Mt. SAC recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution (See [Board Policies--BP 2200](#)). In addition, the College's Board members supervise the review and revision of Board Policies. Board Policy also states, The Board of Trustees employs the chief executives and delegates responsibility to him for carrying out the policies established by the Board (See [Board Policies--BP 2430](#)). At Mt. SAC, the Board remains objective, while it assists the President and other administrators as they work effectively to address the challenges faced by the College.

Mt. SAC's [Board Policy](#) 2430 stipulates that the Chief Executive Officer's primary responsibility is to the institution, and the College President has taken numerous steps to assure the staff, the students, and the community of his dedication to that policy. The effectiveness of his leadership is due to his intense focus on communication and appropriate delegation of responsibility while he seeks to improve all levels of College operations. This focus is also the driving force behind the President's Advisory Council's fundamental role in the College's strategic planning processes and his own emphasis on the team structure. Clearly, at Mt. SAC, the leadership of individuals and constituencies recognizes the designated responsibilities of the governing board for setting policies and of the College President for the effective operation of the institution.

The Board of Trustees annually reviews the College strategic plan and adopts these strategic objectives as priorities for the College.

The annual Board Study Sessions include the attendance of all constituent groups' leaders as well as the public. The Board Self Evaluation is published with the agenda. The discussion of the issues raised in the Board discussion of the evaluation is included in the minutes of the meeting which are posted on the Web. The Board is a dynamic group of community leaders who openly debate significant and controversial issues. The Board has had discussions about best practices to assure that its meetings reflect the opinions of all Board members in a constructive and respectful manner. This practice of discussing such issues openly has served the Board well in the past and is expected to do so in the future.

The College meets each of the sub-standards.

Commission Policies

Overall, the College operates under the guise of many internal policies and procedures and maintains its alignment with all state and federal policies. The previous section reviews the ACCJC standards pertaining to the following ACCJC policies:

1. *Policy on Distance Education and on Correspondence Education (Standards II.A.1, II.A.1b, II.A.2, II.A.2.d, II.B.1, II.B.3.a, II.C.1, II.C.1.c)*
2. (not applicable) *Policy on Good Practice in Overseas International Education Programs for Non-U.S. Nationals*
3. *Policy on Transfer of Credit; Policy on Award of Credit (Standards II.A.2.h, II.A.6, II.A.6.a, III.A.1.a)*
4. *Policy on Closing an Institution (Standards II.A.6.b)*
5. *Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status (Standards II.A.6.c)*
6. *Policy on Contractual Relations with Non-Regionally Accredited Organizations (Standards III.D.3.g)*
7. (not applicable) *Policy and procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems*

As per the requirements of ACCJC, the following policies must be addressed outside of the narrative directed at the standards.

Policy on Institutional Compliance with Title IV

The College complies with all Title IV requirements under the Higher Education Act (HEA). Its loan default rates are reasonable and are being tracked closely and measures taken to decrease them (e.g., Aid Like a Pay Check research project).

Policy on Institutional Degrees and Credits

The College has many processes in place to review the content, length, and breadth of its degrees and credits. The Education Design Committee evaluates all courses and programs using a rigorous method. It takes into consideration the measurable objectives and how they are aligned with what is needed for a graduate of a course or program. Process requires Academic Senate and Board of Trustees approval (See also Response to Recommendation #2).

Policy on Institutional Integrity and Ethics

Multiple College [Board Policies](#) and [Administrative Procedures](#) address the integrity and ethics of employees as well as students. The College complies with Title IV program responsibilities and it closely monitors information it makes available to its constituents to ensure that it is accurate. The College's programs and courses information are available online through WebCMS as well as through the College's schedule of classes and its catalog. Employees and the general public are able to anonymously contact the College to notify it of possible illegal activities.

The standing of the College is evident in many areas. For example, the confidence that the College's District constituents have in it is evident with the passing of the last two bond campaigns. Mt. SAC has such a prestigious reputation as indicated by the fact that it is asked to apply for and is awarded major research grants from the Federal Government (e.g., Cybersecurity).

Response to Self-Identified Issues (Formerly Called Planning Agenda)

Resource Allocation

The following four Planning Agendas overlap and will be discussed as one unit.

Standard I.B. **Planning Agenda:** “Although resource allocation processes exist at the College and are based on planning and systematic evaluation, it is not clear that the employees understand the processes. Thus, the College will use varied communication tools and opportunities for dialogue to educate employees on planning and resource allocation and how it works at the different levels and processes. As the current planning endeavors are working well, there is no need for new planning efforts.”

Standard I.B. 3 **Planning Agenda:** “The College will make it clear to employees how planning and resource allocation works at the different levels through different communications and opportunities for dialogue. As the current planning endeavors are working well, there is no need for new planning efforts.”

Standard I.B.4 **Planning Agenda:** “The one area for concern is resource allocation. The College does have resource allocation processes based on planning and evaluation mechanisms, but the processes may not be clear to all employees. The College will use a multitude of communication and opportunities for dialogue to educate employees on how planning and resource allocation works at the different levels.”

Standard I.B.6. **Planning Agenda:** “As the current planning endeavors are working well, there is only the need for one new planning effort related to resource allocation. The College will use different methods for communication and dialogue to make it clear to employees how planning and resource allocation work at the different levels.”

Progress:

Overall, the resource allocation processes are varied depending on the funding mechanism and the political, state, and federal mandates. The College is making a good-faith effort to continue to educate its employees as to the processes that are in place and why. Inevitably, there will always be complexity with the processes, but transparency is the goal. The following is a synopsis of the budget allocation issues and processes at the College.

1. How are employees given an opportunity to understand how budgeting works?

The current budget allocation process is clearly documented in the “[Budget Review & Development Process Guide](#),” which is available to any employee on the “Budget Information” page provided on the College website. Budget review and development are based on the status quo budget review, immediate needs requests, rate driven increase requests, and allocation of new resources. The PIE resource requests are primarily connected to the allocation of new resources component; because the College has experienced four years of funding decreases, no new ongoing budget has been available to allocate using this model. Therefore, the College has relied upon close examination of status quo budget review to identify areas where budget may be reallocated for more urgent needs. The urgent needs may be identified through the Immediate Needs Request form that is considered in President’s Cabinet for approval given institutional priorities and availability of funding. Decisions regarding these requests and other budget-related decisions are made available to all employees via the

President's weekly President's Cabinet Notes posted on Web and sent via email. For 2013-14, there are some funds available which is necessitating the budget allocation process.

Ongoing budget cuts were done primarily through reductions in status quo line items, not filling vacant positions, and gaining efficiency. For status quo budget reviews, managers were given a three-year budget and spending history and asked to respond to patterns of budget surpluses. Then in a second round, vice presidents reviewed any remaining anomalies and made additional cuts. For vacant positions, President's Cabinet reviewed every request to fill. Managers were asked to provide a written rationale for the position to be filled exploring what service reductions would result from not filling the position. The rationale also addressed possibilities for reorganizing tasks within the unit and potential efficiencies that could be gained from technology, both being options that would result in the position not being needed. For efficiencies, President's Cabinet evaluated College practices in areas like copying and printing and operation of units like the Wellness Center and the Child Development Center. One-time or limited duration budget cuts were for big ticket items such as paying retiree health premiums out of the trust and doing without technology or scheduled maintenance projects until Bond Measure RR funds become available.

2. Expectations about resource requests being the first step in the allocation process. Separate from the Budget Development process is the program review process (PIE) which asks for resource requests using this language: "Resources requested by department/unit faculty, staff, and management support plan implementation toward the achievement of identified goals. Resources may include budget, facilities, staffing, research support, training, marketing, equipment, etc. To justify and endorse the department/unit goals, please provide supporting information, including outcomes assessment work, advisory committee minutes, and the like. Please prioritize the requests." There was no indication that this was the first step of the budget allocation process. This has been corrected in the PIE instructions.

The College has taken steps to provide stronger links between resource requests and resource allocation that takes many forms not involving additional budget. Requests involving facilities are forwarded by each team to the Facilities Advisory Committee for inclusion into the College's list of facilities requests for prioritization and follow up as possible within the current severely restricted funding. Research requests and training needs are similarly forwarded to the appropriate department for follow up. Staffing needs are identified in the PIE reports but positions are not approved through the program review process; the comprehensive staffing needs are reviewed in President's Cabinet for consideration of staffing needs across the College and alignment with institutional priorities that will guide the approval of individual requests.

Instructional equipment requests brought to the attention of the College through unit/department PIEs are considered by a group of instructional and student services administrators for prioritization and funding depending upon availability of resources. Technology requests are forwarded to Information Technology for consideration and prioritization depending upon availability of resources.

The Continuing Education Department conducts weekly Leadership Team meetings focused on PIE plan implementation and evaluation. Agenda topics are derived from accomplishment of unit plans and effective use of resources.

In 2011-12, changes to PIE required teams to indicate their justification for resource requests. This justification included, among other things, how outcomes assessment provided the impetus for this request. However, it is still obvious that many changes, as a result of outcomes assessment, do not require resources beyond what the faculty member and/or department can

provide with their current resources. In 2011-12, a new College goal was added which relates to outcomes assessment. Progress toward achieving this goal as well as how other outcomes are connected to the other College Goals is now more evident in PIE. PIE continues to develop budget priorities that drive resource allocation. (Standard II)

3. Diverse methods of communicating processes connected to resource allocation.

The College communicates information regularly regarding budget realities in many ways: in regular reports to the Budget Committee, in reports made to employee groups by the President and the Vice President of Administrative Services, in teams' and departments' reports made by their managers, on the College website ([Budget Information](#)), and through the President's weekly President's Cabinet Notes. Given the particularly complex budgetary scenarios resulting from a volatile economy and a severely strained State budget along with the influence of political dynamics driving decisions that determine the College budget, it is difficult to communicate with any more clarity about the budgeting and resource allocation currently.

The Director, Enterprise Application System (EAS) held a staff retreat in April 2012 where the staff reviewed the PIE process and completed their 2011-12 PIE. The Director Academic Technology & Infrastructure reviewed the PIE process during a May 2012 staff meeting and developed their 2011-12 PIE. Ultimately, IT held a department wide staff meeting and open forum on August 7, 2012 to review the IT PIE and facilitate discussion on future plans for IT (See [Resource Allocation](#)).

Adult Basic Education conducts weekly program meetings where planning and evaluation and resource allocation are regular topics. The same occurs in faculty and general staff meetings. Discussion of outcomes and follow-up occurs frequently at faculty meetings and periodically at general staff meetings (See [Resource Allocation](#)).

Similarly, the Library & Learning Resources Division discusses planning and resource allocation regularly at unit-level and division-level meetings. Examples:

- Library & Learning Resources Division Retreat January 27, 2012: nearly 60 faculty and staff attended a day-long retreat in which planning and resource allocation were discussed. Document: Library & Learning Resources: Connecting Planning, Assessment, and Resource Allocation based on 2009-10 PIE.
- Learning Assistance and Library 2011-12: faculty and division teams discussed planning and needs assessment for new faculty positions as part of the campus' faculty hiring prioritization process. Documents: minutes from LAC, Library, and LLR division meetings.
- Library equipment and new classroom planning in 2010-11: Library faculty and LLR division teams discussed the recurrent problematic Internet connection in laptop classroom and the outdated computer equipment in the library that could not play multimedia materials the library had purchased for student use. These teams planned for and prioritized equipment and facilities requests based on urgency of needs.

Closing the Loop

The 2011-12 PIE required that departments/units who should be doing outcomes work be doing it with a good faith effort in order to qualify for extra resources. With this PIE sequence, there was also a further push to both organize the resource requests into areas (e.g., Research, Budget, IT) as well as to prioritize within each area. These listings are to be sent to each area. Each area will then provide each Team with feedback on what will be accomplished in 2012-13. Employees will work together on achieving what is achievable and at the end of the year, a follow-up report will be provided by each area indicating the status of each project and any follow-up required. (IEC) There continues to be a need to provide feedback to units who make resource requests to PIE informing each unit of the outcome of their request.

Behind the Scenes Support for Resource Requests

Approximately twice a year, upgrades for Banner finance modules are tested to determine if the functionality is correct. Since many modules feed to finance, Fiscal Services routinely participates with upgrades for these modules. For example, frequent changes in regulations for payroll and financial aid require validation of the systems' operation.

The College continues to leverage the Banner system by adding additional features and upgrades. Among the more recent improvements are the integration of debit cards for student disbursements, the implementation of a degree audit system (DegreeWorks), on-line transcript order fulfillment, a faculty referral system that allows faculty members to refer students to the tutoring centers for additional assistance, and an on-line system for distance learning classroom evaluations by students. Numerous reports have been developed for departments throughout the campus, giving them the information they need to improve effectiveness. The Administrative Systems Advisory Group (ASAG) will continue to meet monthly to prioritize enhancement requests (See [Resource Allocation](#) (for IT accomplishments)).

Timelines for completion and responsible parties

The College continues its processes to improve its budget allocation processes. With the new Web-based transparency of posting immediate budget need decisions as well as other in-depth budget items, the College is striving to continue its employees' improved understanding of the complexities of the processes. The program review processes (managed by Institutional Effectiveness Committee), the Budget Committee's processes, President's Advisory Council's posting of notes on the Web, and the Status Quo budgeting process on the Web all contribute toward this enhanced transparency.

Conclusion

Mt. San Antonio College looks forward to its continued work on quality assurance and to feedback on this Midterm Report from ACCJC. The College will utilize this feedback to prompt further improvements on campus and to focus discussions prior to beginning its next Self-Evaluation Report.

Appendix A: Evidence

Evidence related to this Midterm Report can be found at <http://www.mtsac.edu/administration/accreditation/>

A listing of the evidence that pertains to this report is below:

- [Administrative Procedures](#)
- [Administrator Evaluation Form](#)
- [Agreement—Mt. San Antonio College District and CSEA 262](#)
- [Agreement—Mt. San Antonio College District and CSEA 651](#)
- [Agreement--Mt. San Antonio College District and Faculty Association](#)
- [Article 21](#)
- [Assessment Guide](#)
- [Audit Reports](#)
- [Board Policies](#)
- [Bond Measure RR Announcement](#)
- [Bond Measure RR Success](#)
- [Budget Committee's resource allocation model](#)
- [Budget Information](#)
- [Budget Review & Development Process Guide](#)
- [Campus Connection President's Perspective](#)
- [Classified Communication Reflection Summit](#)
- [College Catalog](#)
- [College Committees' Website](#)
- [College Mission, Vision and Core Values](#)
- [College Schedule of Classes](#)
- [Continuing Education](#)
- [Curriculum and Instruction Council](#)
- [Department Chair Resources](#)

- [Distance Learning](#)
- [Educational Design Committee](#)
- [Faculty Association Bylaws](#)
- [Help Desk](#)
- [How to write an SLO](#)
- [Managers' Strategies to Improve Dialogue with Classified](#)
- [Mt. SAC Status Report on Student Learning Outcomes Implementation](#)
- [Mt. SAC Student Success Plan](#)
- [MountieAPP](#)
- [NEA Code of Ethics](#)
- [Online Learning Support Center](#)
- [Outcomes Plan](#)
- [Outcomes Web page](#)
- [PIE documents](#)
- [PIE Summary and VPI and VPSS reports](#)
- [Post-Accreditation Feedback Study](#)
- [Presidential Awards](#)
- [Resource Allocation](#)
- [SLO by Certificate / Degree / Discipline](#)
- [VOICES](#)
- [Web Improvement Project](#)



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