

Vice President, Instruction or Designee (Tri-Chair)	Kelly Fowler	X	Instruction (appointed by the VP, Instruction)	Kelly Coreas	X
Director, Research & Institutional Effectiveness (Tri-Chair)	Patty Quinones	X	Instructional Dean (appointed by VP, Instruction)	Sylvia Ruano	X
Faculty – Career Education (Tri-Chair)	Jennifer Hinostroza	X	School of Continuing Education (appointed by VP, SCE)	Minerva Avila	X
Faculty (Outcomes Coordinator)	Chris Jackson		Senior Facilities Planner or Designee	Vacant	
Academic Senate President or Designee	Tania Anders	X	Student Services (appointed by VP, Student Services)	Lina Soto	X
Faculty Accreditation Coordinator or Designee	Allie Frickert	X	Business Analyst, Instruction	Krupa Patel	X
Faculty - Credit (appointed by Academic Senate)	Pauline Swartz	X	Classified (appointed by CSEA 262)	Lisa DiDonato	
Faculty - Noncredit (appointed by Academic Senate)	Landry Chaplot	X	Classified (appointed by Classified Senate)	Heidi Alcala	X
Faculty – Student Services (appointed by Academic Senate)	Vacant		Classified (appointed by CSEA 651)	Vacant	
Student (appointed by Associated Students)	Lorry Nam	X	Educational Research Assessment Analyst (appointed by Director, RIE)	Annel Medina Tagarao	X
Associate Vice President, Instruction	Meghan Chen		Guest – Senior Research Analyst	Cathy Stute	X
Fiscal Services (appointed by VP, Admin Services)	Rosa Royce	X	Guest – Assistant Dean, Accreditation and Planning	Lianne Maldonado-Greenlee	X
Human Resources Manager (appointed by VP, HR)	Ryan Wilson	X			
Information Technology (appointed by VP, Admin Services)	Monica Cantu-Chan	X	Recorder	Wendi Alcazar	X

Topic		Discussion/Outcome
1.	Welcome	
2.	Review of the Agenda	<ul style="list-style-type: none"> Reviewed.
3.	Approval of <u>September 24th</u> Meeting Minutes	<ul style="list-style-type: none"> Reviewed. Motion made to approve the minutes by J. Hinostroza, seconded by P. Quinones. Motion approved with one abstention.
5.	Program Review Update	<ul style="list-style-type: none"> The workgroup has worked on the manager's Program Review, and we will call it Level 2 so that it's not so specific to managers. We are working on training now. We want to start setting goals and conducting data analysis. What will the new process look like compared to the old process? There will be handouts for now; once Nuventive is ready, the information can be input there. As we develop this process, we will start creating resources online; this will be a work in progress this first year. Road Show will include the Student Services Division, different Instruction Divisions, and will focus outreach to the various main areas on campus. A good portion of managers will complete a comprehensive program review. The workgroup is willing to present information on the new process anywhere we are invited, ILT, perhaps something in Monday Minutes, and maybe a campus announcement. The workgroup is invited to the Academic Senate Meeting. Perhaps a 5-minute presentation about it so that the faculty are informed. We will have a PowerPoint (PPT) of the CliffsNotes version of the process. Level 2 is a good idea, manager, can cause some anxiety.

- PPT draft shared with committee.

What is Program Review? (And why is it important?)



Program Review is a systematic and cyclical process that institutions use to evaluate its institutional effectiveness, use of resources, and progress toward fulfilling the college's mission and goals.



Purpose: to assess how well a unit is achieving its stated goals, whether it's meeting the needs of the population it serves, and how it aligns with the institution's overall mission.



Participants: All employees at Mt. SAC. Each college unit will complete a unit level program review.



Powerful impact: All units of the college are working together toward the same goals, integration of institutional planning and resource allocation to foster conditions and actions that lead to measurable program improvement and student success.

Key Components of Program Review



Mt. SAC 2035 - College goals and commitments (strategies) which include 5 year and 10-year outcomes and metrics



Data Collection – Gathering both quantitative and qualitative data related to student learning, program outcomes, resources, and other relevant factors.



Data Analysis and Reflection – Analyzing the collected data to identify strengths, weaknesses, and areas needing improvement



Unit Planned Actions – Developing and implementing strategies to address Mt. SAC 2035 Commitments and identified areas for improvement.

Mt. SAC 2035 Framework

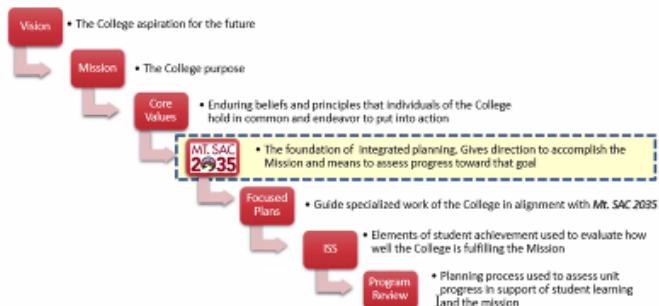
Mt. SAC 2035 is the College's comprehensive plan, which will guide unit goals.



Mt. SAC 2035 website and plan document: www.mtsac.edu/2035

Integrated Planning At-a-Glance

Mt. SAC 2035 serves as the foundation for integrated planning processes and cycles of continuous quality improvement. It is accomplished through, implementation of focused plans, the work of College units, and Mt. SAC's participatory governance.



New Program Review Process

- Three-year review cycle
 - First year is comprehensive review and goal setting.
 - Second year – update to goals and resources
 - Third year – update to goals and resources





What is the same?

- Institutional planning for improvement
- Faculty and Staff involvement
- Every Unit of the college participates
- Nuventive

What's different?

- Name – **Program Review**
- Cycle – **3-year cycle** with an annual update
- Timeline – Data reflection begins in Fall, with Unit program review due **March 27**.
- **Everyone completes unit level** program review
- Planning **starts with Mt. SAC 2035** Commitments, outcomes, and metrics.
- **Emphasis on data collection, analysis, and reflection** leading to measurable program improvement and student success
- **Program analysis** leads to identification of resource needs.
- Level 2 is **validation and communication** with units

New Timeline & Deadlines

Oct-Nov 2025	Oct-Dec 2025	March 27, 2026	April- May 2026	May 31, 2026
 Level 1 Unit Program Review Training	 2024-25 Data Analysis and Reflection by units	 Level 1 Unit Program Review Due	 Program Review Discussions: Area Managers facilitate discussion across units in their area	 Level 2 Validation Due: Deadline for completion of the review and discussion process

New Template in Nuventive

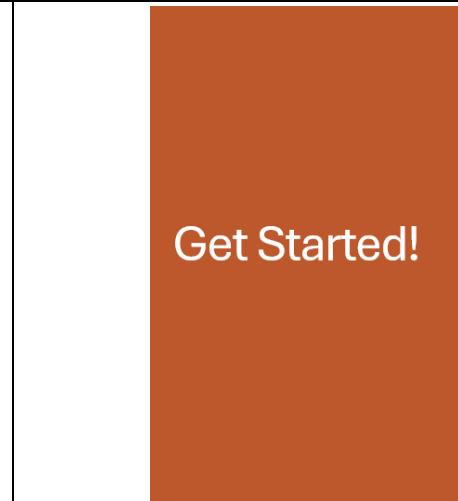
You will use the worksheet provided today to support your data analysis and reflection in preparation for the Nuventive template where you will enter this information.

Aligns with Mt. SAC 2035, current ACCJC Accreditation Standards, and other requirements for institutional effectiveness.

Emphasizes data analysis and provides data dashboards

Provides opportunities for units to choose which Mt. SAC 2035 Commitments to prioritize.

Our hope is that it will make the program review process easier to understand and more meaningful!

			<p>Choose</p>	<p>Choose a question on the provided template and use the Data Dashboards to start reviewing and assessing your data.</p>																																																																						
			<p>Reflect</p>	<p>What does this data mean?</p>																																																																						
			<p>Set Goals</p>	<p>Use the provided tips to help you generate a goal related to your data.</p>																																																																						
7.	Mt. SAC 2035 Implementation Plan																																																																									
				<p>Institutional Goal 1: Culture of Care</p> <p>Foster a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.</p> <table border="1" data-bbox="1030 768 2016 1155"> <thead> <tr> <th></th><th>Admin Services</th><th>Human Resources</th><th>Instruction</th><th>Office of the President</th><th>SCE</th><th>Student Services</th><th>Participatory Governance Group (if applicable)</th><th>Focused Plan Alignment/Actions</th><th>Priority Tier for 2025-26</th></tr> </thead> <tbody> <tr> <td>Commitment 1.1 Service to Students : Foster a culture of care by building employee capacity to be of service to students through knowledge of students' lived experiences; internal and external resources; and infuse healing-centered engagement and peace education practices. [Welcoming, Inclusive, Safe, Supportive Environment] [Clear, Easily-Accessible Information]</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Outcome: Engagement of employees in learning opportunities that support a healing-centered culture of caring and peace.</td><td>Collaborator</td><td>Lead: PPD Director</td><td>Collaborator</td><td>Collaborator</td><td>Collaborator</td><td>Key Partner: AVP Student Services</td><td>PPDC, CPDC, FPDC</td><td>Student Equity Plan 6.3, 8.3</td><td>Tier 1</td></tr> <tr> <td>Planned Actions for 25-26</td><td></td><td></td><td></td><td></td><td></td><td>Student Equity Plan 6.3.1, 6.3.2</td><td></td><td></td><td>Fall 2025 Joint Planning Summit, HCE sessions for faculty & classified, SIP workshops beginning in Spring 2026, Caring Campus collaboration with Classified Senate</td></tr> <tr> <td>Baseline: 55 employees have enrolled in Healing-Centered Engagement Certification.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Five Year Outcome: 25% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.</td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Ten Year Outcome: 40% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Admin Services	Human Resources	Instruction	Office of the President	SCE	Student Services	Participatory Governance Group (if applicable)	Focused Plan Alignment/Actions	Priority Tier for 2025-26	Commitment 1.1 Service to Students : Foster a culture of care by building employee capacity to be of service to students through knowledge of students' lived experiences; internal and external resources; and infuse healing-centered engagement and peace education practices. [Welcoming, Inclusive, Safe, Supportive Environment] [Clear, Easily-Accessible Information]										Outcome: Engagement of employees in learning opportunities that support a healing-centered culture of caring and peace.	Collaborator	Lead: PPD Director	Collaborator	Collaborator	Collaborator	Key Partner: AVP Student Services	PPDC, CPDC, FPDC	Student Equity Plan 6.3, 8.3	Tier 1	Planned Actions for 25-26						Student Equity Plan 6.3.1, 6.3.2			Fall 2025 Joint Planning Summit, HCE sessions for faculty & classified, SIP workshops beginning in Spring 2026, Caring Campus collaboration with Classified Senate	Baseline: 55 employees have enrolled in Healing-Centered Engagement Certification.										Five Year Outcome: 25% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.				X						Ten Year Outcome: 40% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.									
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				<ul style="list-style-type: none"> There were about 130 participants at the planning summit, and many of you attended. Allowing employees to think about their personal agency. Being able to commit to things individually. The training really gave a sense of community. Training for faculty took place in the summer. November 7th, leaders of classified will participate in a cohort. This is working toward commitment 1.1 of Mt. SAC 2035 																																																																						

		<ul style="list-style-type: none"> Priority Tiers, which are still being worked on. <table border="1"> <tr> <td>ROLES:</td><td>Lead & Co-Lead:</td><td>Responsible for leading and coordinating the efforts to complete the commitment or track the outcome</td></tr> <tr> <td></td><td>Key Partner:</td><td>Responsible for providing support that is critical to complete the commitment or track the outcome</td></tr> <tr> <td></td><td>Collaborator:</td><td>Responsible for providing inputs that are important to complete the commitment or track the outcome</td></tr> <tr> <td>PRIORITY:</td><td>Tier 1</td><td>Substantive efforts are focused to start, expand, build up, or complete the Commitment</td></tr> <tr> <td></td><td>Tier 2</td><td>Some efforts to begin, expand, or build up to the Commitment</td></tr> <tr> <td></td><td>Tier 3</td><td>Efforts are minimal at this time</td></tr> <tr> <td></td><td>Complete</td><td>10-Year outcome has been met</td></tr> </table> <ul style="list-style-type: none"> The lead for this is POD, so that would be Lisa Rodriguez. The others are collaborators, PDC, IEC, etc. Actions 6.3 & 8.3 are related to this specific outcome. IEC will give input on, initially, PDC, CPDC, FPDC, and MPDC. This is a draft, and it is very complex. We need to have further conversations with the different groups, VPs, and the President. Conversations have happened already about implementation. Nuventive will help track the information and data. This first year will be our baseline. This is a work in progress. It would be nice to see this information in a graph or process flow; there are a lot of people who can't see the big picture because they are too busy doing their own part. We are hearing that it's time to revise Fiona or the Green Monster. It will be a lot easier to visualize this as we work on the process with all the different areas. There is the top-down approach and understanding where the ownership is. When we work on the goals, Dr. Garcia is thinking about making mini-grants available for employees to apply for that will assist with the achievement of the goal. AP 3250 – We have recommendations; however, it really is a PAC AP. Do we want to take our recommendations forward to PAC for their review? Can we forward them what we've done and then ask them to review it? For the past four years, it was driven by IEC, but it really is for PAC to decide. We will bring this up at one of the PAC meetings. Is EPAC needed? Is it a good opportunity to report on progress? This is something to think about. 	ROLES:	Lead & Co-Lead:	Responsible for leading and coordinating the efforts to complete the commitment or track the outcome		Key Partner:	Responsible for providing support that is critical to complete the commitment or track the outcome		Collaborator:	Responsible for providing inputs that are important to complete the commitment or track the outcome	PRIORITY:	Tier 1	Substantive efforts are focused to start, expand, build up, or complete the Commitment		Tier 2	Some efforts to begin, expand, or build up to the Commitment		Tier 3	Efforts are minimal at this time		Complete	10-Year outcome has been met
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	Complete	10-Year outcome has been met																					
9.	Budget Committee Update	<ul style="list-style-type: none"> We had a meeting on September 23rd to discuss the project's approval process. Compact is the campus master plan coordinating team. This group approves the projects for the whole campus. They will continue approving projects. 																					
10.	DEISA+ Updates	<ul style="list-style-type: none"> The FA contract was ratified on Monday by the Board. We will now have a DEISA coordinator, 4.0 LHE for the year. This will be a position on the Academic Senate Executive Board. We can now work toward a second PGI after completing 96 hours of Professional 																					

Development for DEI. Specifically, they will need an additional 12 hours of training each year to maintain it.

- Program Review will be submitted for approval of PGI credit.