SEPTEMBER 12, 2007

ACCREDITATION
MidTerm Report

FOR BOARD OF TRUSTEES APPROVAL
SEPTEMBER 26, 2007

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Mt. San Antonio College

FINAL REPORT TO BE SUBMITTED BEFORE OCTOBER 15, 2007 TO ACCJC
BY MT. SAN ANTONIO COLLEGE • 1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA

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<u>Statement on Report Preparation</u>

The following constituents served as resources for the college's responses to the ACCJC Visiting Team's October 2004 Recommendations and for its statements of progress on its 2004 Self-Study Action Plans:

Senior Management:

John Nixon, Ph. D	Interim President/CEO and Accreditation Liaison Officer
Mike Gregoryk, ABD	Vice-President, Administrative Services
Jack Miyamoto, Ph.D	Interim Vice-President, Human Resources
Virginia Burley, Ph.D	Interim Vice President, Instructional Services.
Audrey Yamagata-Noji, Ph.D	Vice-President, Student Services

Management:

Vic Belinski	Chief Technology Officer
Barbara McNeice-Stallard	Co-chair, Midterm Report Writing Team Director, Research and Institutional Effectiveness
Meghan Chen	Director, Learning Assistance
Barbara Crane	Assistant Vice-President, Community Education
Trinda Hoxie	Director, Human Resources
James Jenkins	Associate Dean, Humanities and Social Sciences
Carolyn Keys	Dean, Student Services Co-Chair, Student Equity Committee
Kerry Stern	Dean, Library and Learning Resources

Faculty:

Jemma Blake-Judd	Co-chair, Midterm Report Writing Team Interim Associate Dean of Technology and Health, & former Coordinator, Student Learning Outcomes Implementation Team Faculty, English, Literature & Journalism
Deb Distante	Faculty, Library
Le Ann Garrett	Faculty, Library
Michelle Grimes-Hillman	President, Academic Senate Faculty, Psychology
Paul Kittle	Faculty, Library
Phillip Maynard	Co-Chair, Student Equity Committee Faculty, Communication
Pauline Swartz	Faculty, Library
Terri Smith Long	President, Faculty Association Faculty, Earth Science
Emily Woolery	Faculty, Library

Classified:

Diana Casteel	Executive Assistant to the President and Board of Trustees
Mark Fernandez	Web Support Specialist

The Midterm Report Writing Team co-chairs met with John Nixon, then Vice-President, Instructional Services and Accreditation Liaison Officer in fall 2006. The time line was developed in September of 2006. President's Cabinet reviewed the draft on March 21, 2007. The President's Advisory Council reviewed the draft on June 13, 2007 and a draft report was completed and submitted to the Board of Trustees for its review at the Board meeting on August 22, 2007. Board approval of the final copy occurred at the September 26, 2007 Board meeting.

The President's Advisory Council is the oversight body responsible for the 2007
Midterm Report. Its membership includes:
http://inside.mtsac.edu/organization/committees/pac/

College President, Chairperson
John Nixon (interim)
Three Management Representatives (Appointed by the College President)
Sue Long (2006-09)
Bill Eastham (2007-10)
Raul Rodriguez (2005-08)
Five Faculty (Appointed by the Academic Senate)
Phillip Maynard (2004-07)
Terri Long (2006-09)
John Vitullo (2005-08)
David McLaughlin (2006-09)
Michelle Grimes-Hillman (2004-07)
Two Classified Staff
Odette Richardson (2006-09)
Jay Martinez (2005-08)
Confidential Staff Representative
Diana Casteel (ongoing)
Student Representatives (Appointed by the Associated Students President)
Miguel Del Mundo (2006-07)
Samantha Moreno (2006-07)

The Mt. San Antonio College Board of Trustees reviewed and approved the
Midterm Report at its September 26, 2007 meeting
http://www.mtsac.edu/administration/trustees/meetings.html

_____   _____
John Nixon   Date
Interim President/CEO
Mt. San Antonio College

Response to October 5-7, 2004 AACJC Visiting Team Recommendations
Prepared by Mt. San Antonio College

Recommendation 1:
"To support the momentum and progress in addressing the college's themes of student learning outcomes, and self-reflective dialogue, the team recommends, a) that the college, as a whole, analyze what is already part of their culture and address gaps between old and new planning and assessment paradigms and, b) using forums, such as the newly formed Institutional Effectiveness Committee, promote recognition of data analysis as evidence."

Recommendation 2.1:
"In order to build on progress already made on institutional evaluation, planning, and improvement, the team recommends the college establish an ongoing and systematic cycle of integrated planning, resource allocations, and evaluation that is driven by the college's mission and goals with clear links between the institutional and program levels. Attention should be paid to the appropriate uses of data and evidence, documentation, communications and mechanisms to assure systematic review…."

Note: Because Recommendations 1 and 2.1 require identical responses, the college will address them together.

Progress:
The newly created Institutional Effectiveness Committee (IEC) has initiated numerous thoughtful changes to the college's planning and evaluation processes over the past two years. The committee's specific functions and activities fall into the following categories:

- *Planning Consistency and Coordination:*
  - The Committee supports the ongoing connection between unit planning activities and institutional planning processes.
  - In spring of 2005, the committee created an SLOs/AUOs-based Planning for Institutional Effectiveness (PIE) process that links the entire campus by utilizing one form; this is a logical extension of the SLOs/AUOs initiative, which has sought to create a unified culture of assessment at the college.
  - In addition, this process simultaneously delineates and reinforces the college's local planning cycles and their connection to global planning. Instead of simply providing the college constituency with a list of steps to take, the Committee structured the forms so that participants will be reminded of where each step fits in the global planning scheme for the college, who is responsible for the step, and the purpose of the step itself.
- *Meta Evaluation:*
  - The committee regularly reviews both the form and process for institutional program review to ensure that they support ongoing unit planning and evaluation efforts.
  - The committee also conducts an annual review of PIE results to provide feedback to the President's Advisory Council regarding those

> > planning efforts leading to the improvement of the institution's effectiveness.
> - *Accountability:*
>   - The committee's annual review of PIE results is posted on the IEC website to ensure greater campus awareness of the college's institutional effectiveness efforts.
>   - Finally, the committee plans for systematic documentation and planning efforts annually to prepare for the accreditation cycle. See *Additional Plans That Have Been Developed* following.

The college's budget processes have also been restructured for optimal effectiveness and greater consistency with college-wide planning process. They were developed to meet the following specific goals:
- Integrate and align with the college's Planning for Institutional Effectiveness (PIE) process.
- Define a method for allocating new resources.
- Review the current "status quo" budgets.
- Provide budget flexibility within departments, divisions, and teams.
- Conclude with an annual review of the budget process.

A detailed description of the changes the college has made for greater institutional effectiveness may be found in the following documents:
- *An Account of Mt.SAC's Move from Program Review to Planning for Institutional Effectiveness (PIE)*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *The History Behind and Accomplishments of Mt. Sac's Institutional Effectiveness Committee in its First Year*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *2005 Planning for Institutional Effectiveness(PIE) form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *2005 Cover letter for PIE form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *2005 Manager/VP PIE Summary form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *New Resources Allocation Process*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Budget Review and Development Process*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Analysis of results achieved to date
- The Institutional Effectiveness committee anticipated that the results of the first Planning for Institutional Effectiveness (PIE) cycle would point out weaknesses in the new process and prompt further refinements. This was indeed the case. When the PIE reports were evaluated and tallied, it was obvious that there was a problem with the college goals driving the process; department chairs and unit managers reported that the college goals were either difficult to understand or difficult to connect to their own area goals. It was also apparent that the managers' summary forms needed to be reworded to elicit greater depth of evaluation. See *Evaluation of the First PIE Cycle 2006* http://inside.mtsac.edu/organization/committees/iec
- Step 14 of the college's New Resources Allocation Process states: "Budget Committee evaluates and assesses how the new resources allocation process worked...." Implementation of the New Resources Allocation Process began in

fall 2005, and the committee initiated its first review of the process in spring 2007. The review focused on the allocation of several one-time revenue sources directed at non-personnel expenses. The vice presidents presented narrative reports on the specific processes each team used in developing, prioritizing and vetting requests for allocations. Common to all teams was the requirement that each individual request for allocation had to be accompanied by New Resources Allocation form, which asks for the specific goal that connects the request with PIE. The reports, submitted by the vice presidents, including detailed lists of what was purchased, demonstrated a strong and consistent connection between department/unit level (PIE) planning and the allocation of one-time resources.

Additional plans that have been developed
- Numerous modifications have been made to the Planning for Institutional Effectiveness (PIE) Process:
  - As outlined in the Evaluation of the First PIE Cycle, and as stated in the 2006-2007 PIE form, departments may now document goals that do not align with college goals. This will allow the college to refine existing goals and create new goals as needed.
  - The most important change will come as a result of Mt.SAC's purchase of a sophisticated software program (Trac Dat), which will be piloted in 2007-2008. This program's reporting capabilities will allow the college to more effectively monitor, modify, and report its institutional effectiveness efforts.

  See:
- *Cover letter for 2006 PIE form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Revised 2006 PIE form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Revised 2006 Manager/VP PIE summary form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Trac Dat Software Information*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Trac Dat Software Example*
- http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Trac Dat User Guide*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Recommendation 2.2
"…The College should consider maximizing the use of the Research and Institutional effectiveness Office as a resource in planning and evaluation processes within the institution."

Progress:
- The Research and Institutional Effectiveness (RIE) office is more involved now in the day-to-day operations of the college than it was before October 2004. The research team is represented on numerous college committees: Basic Skills, Institutional Effectiveness, President's Advisory Council, Matriculation and Assessment, Instruction Management Team, Student Equity, and Equity for All. RIE presents the findings of surveys and literature reviews to these committees, which prompts further discussion and planning.

- The Research and Institutional Effectiveness (RIE) office also presents seminal information to the President and his Cabinet (Vice-Presidents). The Cabinet uses this opportunity to evaluate what the findings from the study mean to the college and to determine the next course of action.
- The use of research services and evaluation of data across the campus has also improved since October of 2004. The office was a major contributor to the Equity for All project and the newly funded Title V project. The office is also closely involved in the SSPIRES learning community grant. In addition, RIE works closely with the Grants office on all research activities and contributes to the evaluation component of grant projects.
- The Research and Institutional Effectiveness office is involved at multiple stages of the campus-wide planning for institutional effectiveness process (PIE) at the college. Initially, RIE provides data and direction for departments as they move through their planning cycles. After the PIE summaries are submitted, RIE works with the Institutional Effectiveness Committee (IEC) as it evaluates the findings and creates its recommendations. IEC reports these recommendations to President's Advisory Council (PAC), which considers the recommendations and takes the appropriate action.

Analysis of results achieved to date

A few of the outcomes of the research department's work over the past few years are presented below. In January, 2007, the department won the "Things Worth Stealing" informal-award from the regional researcher's group, CAMP Research, for their Research Results Evaluation Form. The form is given to those who use the services of the office. The purpose of the form is to evaluate the usefulness of the information provided to the group as well as to outline how they will be using the information. Data from this document is used to evaluate the effectiveness of the research offices' services and provide insight as to how groups are using the information to improve college operations.
See:
- *Research Results Evaluation Form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Bridge Program focus group*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *President's Advisory Council Minutes*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Enterprise Application System Committee structure*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Additional Plans that have been developed

The Research department referenced the needs of the college while planning its activities for the next five years. Along with these activities, the department will be assessing an AUO that addresses the need to increase employees' understanding of the services provided by the Research department.
See:
- *Research and Institutional Effectiveness Plan*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Research and Institutional Effectiveness 5 Column Model*
- http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *President's Vision Quest* See II.A.2.f Progress for Action Plan #1

Recommendation 3.1:

..." [The college should] heighten its focus on all aspects of institutional effectiveness, including the significant contribution of counseling to student learning; the college should make increasing the counseling services available to the general student population as priority

Progress:

Numerous changes have occurred in Student Services, which confirm the college's increased awareness of the direct correlation between counselor/student contact and student success.

- The first of these changes was the college-supported hiring of three additional faculty counselor positions, which dramatically lowered the counselor to student ratio. This process began in the fall of 2004 when the college's Academic Senate passed Senate Resolution 04-10 in Support of Counseling Faculty Hiring. The resolution established a goal of hiring additional counseling faculty to reduce the student/ counselor ratio to 1:900. In 2005-06, two counselors were hired, followed by the hiring of two additional counselors in 2006-07. As a result, the counselor to student ratio has been lowered from 1:2,531 to a ratio of 1:1,300.

- The second of these changes may be seen in the great strides the Counseling Department has made in improving their services to probationary students. Direct student interventions by Counseling now include:
  - First Level Probation
    - o Notification by mail of probation status;
    - o Notification and enforcement of a unit limitation of 12 units while the student is on probation;
    - o An invitation to meet with a counselor to develop an educational plan and to review their educational progress.
  - Second Level Probation
    - o Mandatory attendance at a Student Success Seminar to review student progress; to learn how to read their student transcript; to learn how to calculate their GPA; to identify the reasons why the student is on probation and to identify campus resources available to students in support of academic success; to review academic policies, such as course repetition and academic renewal as avenues to improve grades; to review the dismissal policy
    - o Notification and enforcement of a 7 unit maximum while the student is at this level of probation.
    - o Grade progress check prior to the 13th week of the semester and a meeting with a counselor to review progress and to receive approval and clearance for the next semester schedule.
  - Third Level Probation
    - o Dismissed for one semester
    - o Reinstatement after a semester stop out or reinstatement by petition to the Dean or Associate Dean of Counseling
    - o Students returning from probation must meet with a counselor and develop a success plan
  - Fourth Level Probation
    - o Dismissed for two years

- o Reinstated after the two years or by petition to the Dean of Associate Dean of Counseling
- o Students returning from probation must meet with a counselor and develop a success plan
- Additional changes are occurring as a result of the college's receipt of a Title 5 Hispanic Serving Institution grant which includes developing the following support services:
  - A web-based early alert system to provide targeted student populations with feedback from instructors regarding in-class progress;
  - Funding to develop an on-line, interactive Student Success instructional program for first semester probation students which will included monitoring and follow-up by counselors.

Analysis of results achieved to date

The initial responses to this recommendation illustrate the direction that the college and Student Services intend to pursue with regard to expanding and improving counseling services. The intrusive counseling model employed with probationary students, and expanding the intervention to first level probation students is promising. With a continued increase in the hiring of new counselors, greater efforts can be made to more fully implement early alert and follow-up interventions. Improving counseling and orientation services to incoming, new students continues to be both a challenge and a goal.

Additional Plans that have been developed:

- On-line counseling services provide students with greater access to counselors.   Hundreds of students have utilized the service since it began January 4, 2007. Students fill out an *Online Counseling Intake Form* after agreeing to the limited confidentially terms and conditions. They submit their inquiry and receive a response within three business days. Currently there are six online counselors working an average of five hours a week providing the service.
- Document imaging technology will be utilized to provide access to other college transcripts and other college documents needed by counselors and advisors to develop accurate educational plans and provide students with a better understanding of their progress towards goal completion. The document imaging system will also serve to store completed educational plans so that they may be stored, retrieved and distributed to other campus offices needing access to this information. This will serve as an intermediate solution to an electronic educational plan, which will come as part of the technology solution provided with the implementation of Banner EAS system in 2008.
- ESARS, a web-based appointment scheduling system will be made accessible to students to schedule appointments for assessment, orientation sessions, counseling and advising appointments, and probation/ student success workshops. In addition, a computerized telephone calling system (SARS-Call) provided as part of the SARS-Grid system will be used to provide follow-up telephone calls to students the day/night before a scheduled appointment or activity to remind students of the scheduled activity. This will decrease the number of students who miss appointments. This scheduling process will be in place by 2008. Student Services and IT are responsible for these systems.

Recommendation 3.2

"…to assure students are aware of and can make appropriate use of the student complaint and grievance procedures, the colleges should include a description of those procedures in the college catalog, schedule of classes and other appropriate publications. In addition, the existing academic freedom policies should be widely published."

Progress:

The appropriate revisions were made to the college catalog and schedule of classes in the 2005-2006 academic year, and these revisions have become a standard part of the catalogs and schedules. Further, the college's academic freedom policies are stipulated in the college's Board Policy 4030 as well as Article 17.N. of the Faculty Agreement.

Analysis of results achieved to date

See:
- http://www.mtsac.edu/catalog/
- http://www.mtsac.edu/schedule/
- http://www.mtsac.edu/governance/trustees/policies/index.html
- http://hr.mtsac.edu/docs/facultycontract.pdf

Additional Plans that have been developed

The College will continue to improve its catalog and schedule.

Recommendation 4.1:

"… [the college should enhance] self-reflective dialogue, particularly in lateral communications, between the representatives to governance committees and their constituent groups and peers…"

Note: Since the creation of Goal F, which states the college "embraces an atmosphere of self-reflective dialog," Mt. SAC has made great strides expanding its lateral communication structures and capabilities and fostering stronger inter-campus connections among diverse constituents. The numerous examples of improvements in campus communication that follow are addressed by type: *Institution, Senior Management, Managers/Team, Governance, Support Services and All Areas.*

Institution
Planning for Institutional Effectiveness (PIE)
Progress:
One of the most comprehensive efforts to increase communication on campus is apparent in the Institutional Effectiveness Committee's re-design of the college's program review process. Mt. SAC's 2004 self-study for accreditation cited a pervasive distrust of the college's existing program review process. This seemed to have been prompted by inadequate dissemination of information regarding its purpose and minimal publication of improvements that had been made over the years as a direct result of the process.

- The IEC now provides the campus with consistent updates on the new Planning for Institutional Effectiveness (PIE) process through workshops and facilitated training sessions.

- IEC has also structured the PIE form to prompt a continuous stream of information to campus constituents at each phase:

  - Information flows down when department chairs are asked to copy their completed PIE forms to their faculty, and deans and managers are asked to copy their completed summaries to the faculty/staff in their divisions/units.
  - Information also flows up as the managers' summaries are submitted to the vice-presidents, who discuss their significance in the President's Cabinet and summarize the information they have received to take to budget allocation discussions.
  - Information flows outward when the Institutional Effectiveness Committee, having received and analyzed the manager and vice-president summaries, distributes its yearly evaluation of the college's progress toward its goals and the effectiveness of PIE process to the President's Advisory Council.
  - Finally the report is housed for ready access on the committee website. See *Evaluation of First PIE Cycle 2006.* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Analysis of Results to Date:
The new Planning for Institutional Effectiveness (PIE) process was modified in its second year (2006-2007) as a result of extensive feedback from managers, faculty, and staff. The most significant change allows departments/units to list goals that do not align with college goals. Mt.SAC will use this information to prompt the modification of existing goals or the creation of new goals that more accurately reflect the needs of the college. See *Cover Letter for PIE 2006.* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Construction Projects

Progress:
Cross-campus dialog has begun to impact campus operations. In January 2005, the new Dean of Instructional Services decided to adopt a collaborative approach to meet one of the Instruction Office's most challenging goals: accommodate major construction and remodeling projects on campus with minimal inconvenience to faculty, no disruption to student learning, no course cancellations, and consistently safe classrooms. The Dean began to utilize the expertise and input of facilities managers, division deans, department chairs, clerical staff, and technicians from IT and Telecommunications in her regular meetings with Bovis Project Managers. This group's charge is to offer solutions to problems traditionally associated with the temporary relocation of existing classrooms, offices, labs, store rooms and tech rooms during a construction project and their reinstatement anywhere from 6 months to 5 years later.

Analysis of Results to Date:
The fact that no classes have been cancelled due to construction projects on campus since this group began working together is certainly a positive indicator of its effectiveness; however, the Dean is considering a survey of campus faculty,

managers, staff, and students effected by these projects to target possible areas for improvement.

Problem/Solution Task Force

Progress:

The Problem/Solution Task Force is another model that has utilized collaborative dialog for the sake of improvement. Various task force groups, consisting of representatives from every level of the college, have met to determine creative solutions to a variety of problems affecting the college since January of 2005.

- A recent example occurred in the first few days of the fall 2006 semester when the Instruction Office received numerous complaints from both faculty and students about gridlock conditions in the college's parking lots and on surrounding streets. Since the problems seemed to result from the new scheduling matrix implemented in that first 16-week semester, The Dean of Instructional Services immediately followed up with the division deans and faculty from major departments appointed by the academic senate and Faculty Association leadership to determine the validity of these complaints. Once the serious nature of the problem had been confirmed, the Vice President of Instruction convened the Problem Solution Task Force to discuss appropriate modifications to the scheduling matrix to address the problem occurring for both students and faculty.
- The traffic snarls were traced to the college's recent effort to offer classes in standard blocks to assist students with scheduling in the new 16 week calendar. The task force creating standardized scheduling had not anticipated the large-scale traffic and parking problems that would result.
- The Task Force solicited input from the academic departments through division deans, as well as from faculty more generally through the Academic Senate and Faculty Association, and the remedy agreed upon was to reassemble the task force that had originally worked to create the new scheduling matrix to consider changing the scheduling grid to allow for a greater variety of time slots, which would, in turn, create a staggered flow of traffic. The task force began work immediately to implement the necessary changes and to notify the Instructional Divisions before departments began scheduling for the following year. The Dean of Instructional Services met with a group of the administrative secretaries and other clerical staff who input the schedule of each of the divisions as well as representatives from the Information Technology team so that this group would understand the changes made and have the appropriate resources for determining appropriate scheduling blocks to be used for inputting schedules.
- The Task Force will reconvene on an as-needed basis.

Analysis of Results to Date:

The positive effects of the Problem/Solution Task Force's activities are not always immediate. The gridlock situation could not be completely rectified in the fall 2007 semester as the deadlines for publication of the Spring 2007 schedule had already passed, and the schedule had been determined in the ICCIS system for that semester, but the solution will be visible as the changes take effect, and the smooth flow of traffic is restored.

Programs
Progress:
Recent improvements in the Manufacturing Technology program came as a result of constructive dialog between the Office of Research and Institutional Effectiveness, the college president, program faculty, and an advisory committee composed of industry representatives.

- Mt. SAC invited 17 manufacturing companies in its district to attend a special advisory meeting in spring 2007 to address two concerns:
  - Does the college's program meet the current and projected needs of employers in the area?
  - Will the college meet the increased demand in the near future for program graduates as baby boomers begin retiring?
- At that time, several future meetings were planned to work on identified initiatives and curriculum review/revision. The college built a number of new relationships out of this effort and looks forward to offering a modified program which will insure full employment of its graduates.

Analysis of Results:
The college will assess the impact of improvements to the Manufacturing Technology program on student employment in fall 2009.

Senior Management
President
Progress:
The President's emphasis on improvement driven by open communication and collaborative inquiry is visible in a wide variety of his activities:

- The President, along with the Vice Presidents and Board members, is available at all Opening and Closing sessions for college employees in the fall and spring semesters through an open question and answer period when college employees may voice particular concerns.
- The President hosts Open Forums each fall and spring semester. These forums allow all employees to ask questions of the President in an environment of open and collaborative dialogue. The forums continue to be a rich source of information regarding topics of concern across campus.

- The President meets regularly with constituent group leaders to discuss important issues and share planning perspectives. The groups' leaders include, but are not limited to Academic Senate, Faculty Association, Associated Students, Classified Senate, CSEA Chapters 262 and 651, and Board members. The President also attends public meetings to discuss issues further with group members.
- Over the years, the President has visited many classrooms and department meetings on invitation. The time the President devotes to activities of this kind emphasizes his respect for the faculty, which, in turn, fosters an atmosphere of openness and collaboration.
- The President is included in the majority of final interviews with candidates for faculty and management positions. The President uses his time with the candidates to convey the college's values and its expectations of future employees. Being part of the hiring process allows the President to begin to

build a personal relationship with each of the candidates. Once the final selection is made, the President welcomes the person to the position and continues to form a connection with each employee in his or her new role at the college.

Analysis of Results to Date:
Although there has been extensive positive anecdotal feedback campus-wide in response to the President's efforts to expand communication at the college, it has also been important to determine the effectiveness of those efforts through formal assessment measures. In spring 2007, all Mt. SAC employees were asked to complete the nationally normed OSS Employee Survey. Employees completed the same paper-based survey in 2003. A campus-wide announcement was sent to all employees with email accounts announcing the survey and inviting them to participate by clicking on an on-line survey link. As appropriate, some classified employees and all part-time faculty members received paper copies. The OSS Employee Survey results showed that 75% of employees are satisfied with their jobs, 91% think they are doing something really worthwhile, 96% take pride in their work, 81% would recommend Mt. SAC as a good place to work, 75% of employees reported that differences in people including gender, age, ethnic, culture, disability and sexual orientation are respected, embraced and celebrated at the college.

However, issues related to inter- and intra-group communications score poorly over four Employee Surveys (1993, 1997, 2003, 2007). Although the President and leaders of the various constituency groups provide many opportunities for fluid communications, improvement in the perception of employees has not occurred. It is necessary to make a conscious, coordinated effort to improve communications. During fall 2007, the college will reflect on how to assess the underlying condition and create a detailed action plan. A qualitative approach to assessing the true nature of the underlying issues may be necessary. Clearly, Mt. SAC employees are positive about other aspects of their work and therefore should be receptive to new opportunities to improve communications.

Vice-Presidents
Progress:
Mt. SAC's campus-wide emphasis on dialog has prompted numerous cross-campus collaborations. Recently, the Vice-President of Instruction and the Vice-President of Student Services worked together to discuss ways to improve the High School Outreach program that resulted in the program's expansion and an increase in its resources.

Analysis of Results to Date:
Since the expansion of the High School Outreach program resulted in an increase in the number of staff employed in the outreach center, there have been more opportunities for these targeted high school students to communicate with Mt. SAC employees, and this has led to a significant increase in the number of high school students recruited to the college. *See: High School Outreach Enrollment Tracking.* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Managers/Teams
Progress:
Team meetings now require cross-team representations. This is apparent in the Instruction Management Team meetings, which also include managers from Student Services and Information Technology. Each group is asked to contribute to the team's discussions. For example, The High School Outreach Coordinator attends the meetings periodically to update the team on the recruitment efforts and the need for volunteers. This type of communication allows for greater efficiency of college operations.

Analysis of Results to Date:
The positive effect of cross-team representation on the dialog across campus is evident in the college's modification of the newly-created wait list process. The minutes and reports from the Academic Senate, Instruction Team, the Student Preparation and Success Council and the Wait List Task Force all reflect thoughtful communication and coordination of the efforts of numerous bodies to evaluate and improve the process. See:
- *Instruction Team Minutes*
- *Student Preparation and Success Report to Academic Senate Executive Board*
- *Academic Senate Minutes*
- *Wait List Task Force Recommendation*

http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Managers/Teams

Progress
The college's dedication to collegial dialog may be found in the Dean of Instructional Services' current Administrative Unit Objective, which is focused on her successful facilitation of the flow of communication among the offices and departments whose work is influenced by agreements reached in the bargaining process. See *5 Column Model for Instructional Services*

http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Analysis of Results to Date
There is ongoing data collection for this AUO, and the use of results will be determined in fall 2007.

Progress:
The college demonstrates the value it places on input from all constituents. In early 2005, the Dean of Instructional Services became convinced that input from classified staff would facilitate communication with and changes in division processes occasioned by changes in policy. She immediately initiated monthly informal meetings with division secretaries along with representatives from Payroll, IT, Publications, etc. as needed, to present procedural and policy changes being considered, to solicit input for consideration, to answer questions regarding implication of the changes planned, and to assist in the design of workable processes.

Analysis of Results to Date:
In 2007-2008, the Dean will begin determination of the effectiveness of these informal meetings through the assessment of an AUO.

Governance
Progress:
The alteration of the membership of the Academic Mutual Agreement Council (AMAC) to include the Vice-President of Student Services is one of the most positive changes Mt. SAC has made to its governance practices. It has also served to increase the level of communication on campus. Traditionally reserved for the President or his designee, (currently the Vice-President of Instruction) and the Academic Senate President and Vice President, it is utilized to achieve consensus in decision-making on academic and professional matters as outlined by Title V. The inclusion of the Vice-President of Student Services has reinforced the logical connection between the Instructional and Student Services sides of the campus, helped to unify the college's efforts to improve student retention and success, and given credence to its commitment to improving campus-wide dialog.

Analysis of Results to Date
The positive impact of the inclusion of the Vice-President of Student Services on AMAC may be seen in speed with which the mutual agreement has since been reached on issues regarding student services such as: wait lists, priority registration, hiring process, counseling, transfer issues, admissions issues, etc.

Progress:
In an effort to increase effective communication across the campus, the President's Advisory Council focused on decreasing the bureaucracy on campus:
- In 2006, PAC re-evaluated the membership, purpose and function of all Governance and Operational Committees. See *Committees at Mt. SAC* http://inside.mtsac.edu/organization/committees/

In 2006, PAC recommended that each committee complete its own annual evaluation of activities and accomplishments to be posted on the college website along with the committee's minutes.
- PAC now posts its own minutes on the web, thus allowing all employees the possibility of increasing their awareness of Council activities.

Analysis of Results to Date:
Dramatic evidence of enhanced communication as a result of decreased bureaucracy occurred when the college brought all of its out-of-date courses into compliance with the newly instituted Four Year Review of Courses. This mandate required the Educational Design Committee to increase the number of courses it evaluated in 2005-2006 from an average of 250-300 in previous years to 860! This huge undertaking required departments and divisions to substantially increase their work loads and to work together under serious time constraints. This process was successfully completed because of effective communication between the Educational Design Committee, the Academic Senate, the Office of Instruction, division deans, and department chairs.

Progress:
The reporting structure established by the Academic Senate is currently under review by a senate task force to ensure and enhance regular lateral reporting.

Analysis of Results to Date:
See *I.B.3, I.B.5 Progress for Action Plan #1*

Progress
The use of input from staff on health and safety issues also points to increased efforts to improve the college's effectiveness through cross campus dialog. See *Progress for III.B.1.b. Action Plan #1*

Analysis of Results to Date:
The impact of faculty, staff, and student contributions to the Health and Safety Committee will be considered in spring of 2008. See *Progress for III.B.1.b Action Plan #1*

Support Services
Marketing and Communication
Progress:
In the past two years, Marketing and Communication has been re-structured and re-directed to focus on optimal communication not only with the surrounding community but also within and among the campus constituencies. These changes have resulted in a central coordination of information that allows for more timely and effective dissemination of information campus wide. See Progress for II.A.6 Action Plan #1.

Analysis of Results to Date:
Mt. SAC's Marketing and Communication Department's focus on improvement has been formally recognized by outside agencies numerous times in the past two years. See *Progress for II.A.6.c Action Plan #2*

Information Technology
Progress:
The college strives to ensure significant and effective support for all technology investments. In order to meet this goal, numerous effective changes have been made after discussion among college employees representing Information Technology, Management, Faculty and Instructional Staff.

Analysis of Results to Date
See *Progress for III.B.2a Action Plan #1*

Recommendation 4.1 (Continued)
All Areas
Additional plans that have been developed:
The college acknowledges that increasing its self-reflective dialog and the effectiveness of its lateral communications will be an ongoing effort for many years to come. This is confirmed by the results of the college's Employee Survey in May 2007, which revealed that despite the college's re-structured communications process and revitalized approach to cross campus dialog, employees continue to be dissatisfied with the quality of communication process on campus. In the 2007-2008 academic year, the college will use this recent Employee Survey data to prompt self-reflective discussions regarding additional improvements that must be made in the coming year to address this issue.

Recommendation 4.2

"...the Board of Trustees [should] give serious consideration to developing good practices in self-reflective dialogue, and, through their leadership, promote institutional integrity through candid self-evaluation and continuing board training."

Progress

- On a yearly basis, the Board completes a self-evaluation of its role and achievements at Mt. SAC. These evaluations were conducted in 2005 and 2006 at Board retreats and will occur next in fall of 2007. The evaluation includes self-reflection on areas such as the Board's organization and the Board's role in policy discussion and community relations.   These sessions are part of the process used to evaluate the impact of the Board on the college and to provide direction for policy changes. *See Board Self Evaluation Form* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- Although AB 1234 mandates University Boards undergo ethics training, it does not require the same of Community College Boards. In spite of this, Mt. SAC's Board members invited the presenter from a Community College League-sponsored workshop to conduct an informal training at Mt. SAC entitled, *Upholding Board Ethics-Ethical Challenges for Elected Officials. See Minutes Special Meeting of Board of Trustees* http://www.mtsac.edu/administration/trustees/meetings/
- The Revision to the Board Policy on the Code of Ethics (#2715) came about during a self-study session when the Board evaluated its operations in light of the training described above. *See Board Study Session Minutes* http://www.mtsac.edu/administration/trustees/meetings/
- On a yearly basis, the Board of Trustees reviews, revises and develops Board Policies. See: http://www.mtsac.edu/governance/trustees/policies/index.html
  - **In 2004 and 2005 the Board updated the following policies relating to its own operations:**
    - March 2004-
        BP 2740-Board Education
        BP 2745-Board Self-Evaluation
    - November 2005-
        BP 2715-Code of Ethics/Standards of Practice
  - **During 2006-07 the Board updated the following policies:**

    - July 2006-Created new policy
        BP 3050 - Institutional Code of Ethics
    - November 2006-Created new policy:
        BP 2200 - Board Duties and Responsibilities
    - November 2006 - Revised the following policies:
        BP 2105 - Election of Student Member
        BP 2725 - Board Member Compensation
        BP 3410 - Nondiscrimination
        BP 3540 - Sexual and Other Assaults on Campus
        BP 3720 - Computer Use
        BP 6800 - Safety
        BP 6900 - Bookstores
        BP 7335 - Health Examination
    - January 2007 – Created new policy:
        BP 6530 - Closed Circuit Television Surveillance Systems

- o January 2007 - Revised the following policies:
  - BP 3255 - Participation in Local Decision Making
  - BP 4020 - Program and Curriculum Development
  - BP 4025 - Philosophy and Criteria for Associate Degree and General Education
  - BP 4050 - Articulation
  - BP 4100 - Graduation Requirements for Degrees and Certificates
  - BP 4220 - Standards of Scholarship, Satisfactory Progress & Probation and Dismissal
  - BP 4225 - Course Repetition
  - BP 4230 - Grading Symbols
  - BP 4235 - Credit by Examination
  - BP 4240 - Academic Renewal Without Course Repetition
  - BP 5050 - Matriculation
  - BP 5100 - Probation, Dismissal, and readmission
- o April 2007 - Prior to May 15, the Board was legally required to review BP 2015 - Student Member. No changes were made

Analysis of Results to Date:
As detailed above, The Board's self-evaluation process (BP 2745) has prompted a number of important changes to Board Policies and as such will continue to be a valuable tool to assess the Board's impact on the college.

Additional Plans that have been developed:
None to date

Response to Self-Identified Issues:
Standard One:

I.A, I.A.1 *Action Plan#1 and #3*, **II.A.2** *Action Plan #1,*
II.A.2.c *Action Plan #3 and #5*, **II.A.3.b** *Action Plan #5*
II.A.5 *Action Plan #1 and #2:*
Research and Institutional Effectiveness will begin to track students post-transfer in the 2004-2005 academic year. It will also find a more effective way to track employer satisfaction with its vocational/A.S. graduates.

Progress:
- The Research and Institutional Effectiveness department subscribes to and uses the "degree verify" portion of the National Student Clearinghouse. This allows the College to track students' majors and graduation patterns from four-year institutions. The college is in the process of creating a cyclical data extraction procedure so that transfer data on any student who has attended Mt.SAC can be updated every semester and made available to the campus community in aggregate form.

- Currently, a scant number of the college's programs are asking employers to evaluate Mt. SAC graduates' skills and knowledge as employees. A more coordinated, institutional process is necessary. As a result, this process will soon be linked to the work of the General Education Outcomes Committee, whose charge to assess the college's impact on its graduates makes it a logical driver for the institution's assessment of employer satisfaction with program graduates.

I.A.1 *Action Plan #2*, **II.A.1.a** *Action Plan #2*
II.A.1.b *Action Plan #2*, **II.A.1.c** Action *Plan #1and #2*
II.A.2.a *Action Plan #1*, **II.A.2.b** *Action Plan #1*
IIA.2.c *Action Plan #2*, **IIA2.f** *Action Plan #1and #3*
II.A.2.g *Action Plan #1*, **II.A.2.h** *Action Plan #1*
II.A.2.i Action *Plan #1*, **II.A.3, II.A.3.a.** *Action Plan#1*
II.A.3.b *Action Plan #1 and #2 and #3*
II.B.4 Action *Plan #2 and #3:*
In fall of 2004, the plan for campus-wide implementation of student learning outcomes will begin, which will lead to the creation of general education outcomes.

Progress:
In January 2005, Mt San Antonio College was one of the first community colleges in California to be accredited under the new SLOs-based standards. The AACJC visiting team commended the college for its demonstrated commitment to SLOs implementation. Although Mt. SAC is not unique in its efforts to comply with accreditation standards, it is unique in its approach.

In February of 2004, when the college's Academic Senate formed a steering committee to create a plan for SLOs implementation, its faculty members were no strangers to innovative forms of assessment. They had attended training sessions offered by David Langford, Alverno College and Dr. James Nichols. This familiarity with a wide variety of outcomes assessment models allowed the committee

members to choose a process that would be a good fit with Mt. SAC's campus culture and history. The committee chose the Nichols model because it relies on a grass roots effort across the institution and because it allows for the use of administrative unit objectives in the support areas.

In fall of 2004, an implementation team that consisted of faculty and classified staff members began facilitating SLOs/AUOs training in the college's departments and units with the aid of a newly hired Educational Research Assessment Analyst. [Now, in fall of 2007, as the Institutionalization Phase begins], 80% of the college is working on SLOs/AUOs creation, 73 % is working on its means of assessment and 37% is summarizing its data and using the results to drive improvement efforts. In addition to its SLOs/AUOs assessment efforts, the college's Institutional Effectiveness Committee created an SLOs/AUOs-based program review process (Planning for Institutional Effectiveness-PIE) designed to assess and improve the institution. See *Response to Recommendation 2.1*

Although the college must now begin the massive undertaking of institutionalizing General Education Outcomes assessment, the SLOs/AUOS implementation process … [has created] a campus-wide culture of assessment with positive, productive results (Mt. SAC's Progress to Date).

The college's SLOs/AUOs activities have been documented in numerous ways. See:

- *SLOs/AUOs Institutionalization Plan*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *SLOs/AUOs Team Evaluation for Years One, Two, and Three*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *SLOs/AUOs Campus Wide Activity Spread Sheet*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *SLOs/AUOs Team Newsletters*
  http://www.mtsac.edu/instruction/outcomes/newsletters.html
- *Cover letter for 2006 PIE form*
  http://inside.mtsac.edu/organization/committees/iec
- *2006 PIE form*
  http://inside.mtsac.edu/organization/committees/iec
- *2006 Manager and VP PIE Summary form*
  http://inside.mtsac.edu/organization/committees/iec
- *General Education Outcomes Assessment Plan*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Academic Senate Resolution #2006-06 regarding the General Education Outcomes Committee*
  http://academicsenate.mtsac.edu/resolutions.html
- *General Education Outcomes Committee minutes*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

I.A.2
Action Plan #1:
Instruction Office will include the Mission statement in the class schedule.

Progress:
The mission statement will begin appearing in both the hard copy and electronic versions of the college's spring 2008 Schedule of Classes.
See: http://www.mtsac.edu/schedule/

I.B.1 *Action Plan #1;* I.B.2, I.B.4 *Action Plan #1:*
The President's Advisory Council will develop a flowchart outlining the College's decision-making processes. The Program Review Committee [Institutional Effectiveness Committee-IEC] will [then] include a planning flowchart in the Program Review [Planning for Institutional Effectiveness-PIE] handbook to reinforce the connections between planning and program review and between planning, budget planning and resource allocation.

Progress:
The action plan for I.B.2, I.B.4 was created before the Institutional Effectiveness Committee examined the weaknesses in the college's existing program review process and created a more meaningful, inclusive process designed to increase institutional effectiveness.

All college activities (e.g., planning, decision making and budget review) are connected, ultimately, to improving student learning outcomes. Planning occurs at all levels: from the unit to the team to the college. Planning at the unit and team level occurs through the Planning for Institutional Effectiveness (PIE) process. This process allows the units to review the college goals and provide connections, where possible, to their prioritized unit goals. The college's PIE process is still in its infancy so there a need to encourage units to use the process more effectively through reporting the "Use of Results" as the foundation for budget allocation processes and self-reflection on what can be improved in the following year.
See:
- Response to Recommendation 2.1
- The flowchart will be available for use as a resource, but the Institutional Effectiveness Committee has determined it is not necessary to include it in the Planning for Institutional Effectiveness (PIE) packet. See *Program Review and Resource Allocation Flow Chart*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

At times, there is a need for a more institutional planning process including a review of priorities. For example, President's Cabinet is a global planning body and makes decisions in areas such as facilities/bond measures and enterprise application systems. These institutional decisions, made at the college level, are then addressed locally, in the final decision-making process and the implementation, which includes units and teams, when appropriate. These global and ultimately local decisions provide a foundation of support for college operations that lead to opportunities for improved student learning outcomes.
This is reflected in the Global Planning Flow Chart.
http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

IB.1 *Action Plan #2:*
The Academic Senate will discuss ways to encourage open forum attendance.

Progress:
Open forums are presented and discussed at the full Senate meetings immediately after notification by the President's Office of scheduled dates. The senate president is responsible for dissemination of the information to faculty and announces all open forums through her reports to senate representatives which are (as of fall 2006) also posted on the senate web site in the form of senate minutes.

See:
- http://academicsenate.mtsac.edu/minutes.html
- *Response to Recommendation 4.1*

Action Plan #3:
Team Leaders will discuss ways to improve communication between the teams and governance, Academic Senate, and operational committees.

Progress:
- See *Response to Recommendation 4.1*

I.B.2, I.B.4 *Action Plan #2:*
RIE will include, in the next campus climate survey, a question on faculty and staff satisfaction with their input into the planning process.

Progress:
The spring 2007 **OSS Employee Survey** included, for the first time, questions related to planning. The benchmark response to planning indicated a need for further education on the planning process (overall average agreement of 36% to all planning questions). In particular, the following results are noted:
- 48% wanted to know how planning related to budget,
- 37% agree that Planning for Institutional Effectiveness (PIE) is done in a collaborative environment and
- Only 28% understand the PIE process.

One of the more striking results was that 46% of respondents believe that the student learning outcomes process at Mt. SAC will improve student learning.

I.B.3, I.B.5
Action Plan #1:
After the President's Advisory Council (PAC) has created the new reporting flowchart, it will be distributed to all committees.

Progress
- Historically, the college has relied on flow charts to help campus constituents navigate the complicated committee reporting structure. Because the number and breadth of committees have been reduced and the reporting process has been streamlined, the flow chart now reflects that simplicity and emphasis on efficiency. *See Reporting Flowchart*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Action Plan #2:
Staff Development will ensure that orientations for new faculty include a review of the governance structure and planning process flow charts.

Progress:
- The shared governance structure is covered during the initial orientation portion of the New Faculty Seminar, which is presented to all participating new full-time faculty.

- The SLOs/AUOs assessment process along with the Planning for Institutional Effectiveness (PIE) process is presented during the New Faculty Seminar by the SLOs/AUOs Coordinator.

- See *I.B.2 Progress for Action Plan #1* for further details on the utilization of the planning process flow chart

Action Plan #3:

RIE will send bulk email to the campus announcing that a new document is available on the Research and Institutional Effectiveness web page with a brief summary of the topic and link.

Progress:

The standard protocol in the Research and Institutional Effectiveness office is to announce via email the results of new work on the web page. The announcement is structured to include a brief summary of the topic with a link to the web page. As part of the Planning for Institutional Effectiveness process, RIE sends several emails a semester to all college employees to increase awareness of the services and data analyses it provides.

Action Plan #4:

RIE will consider alternate venues for providing data to the campus (i.e. catalog, orientation guide, and notices at Flex Day and the Opening and Closing meetings).

Progress:

- See *1.B.3. Progress for Action Plan #3*
- The Research and Institutional Effectiveness office has presented data at faculty flex days. These presentations occurred most recently when the Student Equity Plan was presented and when the CCSSEE results were presented in January 2005 and January 2007.
- Through the SLOs/AUOs process, numerous accounts of results from different areas have been showcased in the SLOs/AUOs newsletters. Embedded within these newsletters are the data and specific references to the research departments' assistance.
- See http://www.mtsac.edu/instruction/outcomes/newsletters.html

Action Plan #5:

Information Technology will consider the development of an employee Internet/web portal to assist in pulling various types of announcements, documents, etc. together for easier access.

Progress:

- The employee intranet is complete. See http://inside.mtsac.edu/
  It was implemented by the web team, who will also be maintaining and updating it under the supervision of the Chief Technology Officer (CTO). IT and Marketing are responsible for this system.

- Mt. SAC recently purchased Sungard HE's Luminis portal product. Luminis is a College–wide portal system for students, faculty, and staff that allows announcements and information to be tailored and automatically directed at the intended audience. The current project timeline is to begin

implementation of Luminis with an expected "go live" date in 2008. Student Services, Learning Resources and IT are responsible for these systems.

I.B.7
Action Plan #1:
The Library will consult with RIE on means of assessing validity/reliability of its internal survey.

Progress:
The Library has met with a representative from the Research and Institutional Effectiveness office, as well as members of the SLOs/AUOs Implementation Team. These meetings assisted the Library Outcomes Committee in establishing the validity/reliability of its internal survey and in completing its work on an administrative unit objective (AUO), "Clients will be satisfied with current library services." The library has also begun its work on a student learning outcome (SLO), "Students attending library orientations will be able to use all of the relevant research resources available." See *5 column model for Library* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Standard Two:
II.A.1 *Action Plan #1,* **II.A.1.c** *Action Plan #3*
II.A.2.e *Action Plan #1,* **II.A.2.f** *Action Plan #4*
II.A.2.h *Action Plan #2,* **II.A.2.i** *Action Plan #2*
II.B.1 *Action Plan #2,* **II.B.4** *Action Plan #1:*
The Program Review Committee, in conjunction with the SLOs team, will revise the Program Review processes to focus on a learning outcomes approach.

Progress:
- See *Response to Recommendation 2.1*

II.A.1
Action Plan #2:
As changes are made to Program Review procedures to incorporate assessment of learning outcomes, the RIE and Staff Development will develop both "just in time" and traditional workshops to aid faculty and staff in planning effective assessment strategies.

Progress:
The Research office delivered many workshops to assist employees with the assessment of learning outcomes:
- *Focus Groups: How to Use Them and When* (March 3, 2006 (6 people))
- *SLOs and Surveys: Documenting Program Outcomes* (November 2, 2005 (16 people))
- *All About Surveys* (October 25, 2005 (7 people))
- *All About Rubrics* (October 25, 2005 (6 people), November 15, 2005 (1 person))
- *Assessment and Outcomes: Brown Bag Discussion* (October 25, 2005 (4 people))
- Flex Day Presentation: *Rubrics* (~50 people) (January 2006)
- Flex Day Presentation: *Surveys* (~50 people) (January 2006)

- Flex Day Presentation: Using Survey results from CCSSE in the classroom (~15 people) February 2007
- Focus Groups: How to Use Them and When (spring 2007 (5 people))

It should be noted that many more sessions were offered through Professional and Organizational Development but were cancelled due to lack of enrollment.

Action Plan #3
Faculty and staff in Community Education will review the business plan process to determine how learning outcomes might be incorporated and what data would be needed for meaningful assessment.

Progress
- Now that the Community Education Department assesses student learning outcomes and administrative unit objectives, review of the business plan process is no longer a relevant activity. As of June 2007, 55% of Community Education's 11 departments and units have completed their first cycle of SLOs and AUOs assessment. Numerous improvements have been made to ESL and Basic Skills Instructional Programs as well as to the service components in these areas. See *5 Column models for Basic Skills and ESL* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

II.A.1.a
Action Plan #1:
RIE will systematically increase awareness of all research that is currently being done. Each department and program will appoint a designated liaison to the Research team for better access to research that is pertinent to their planning endeavors.

Progress:
- The college has recently purchased a new enterprise application system (EAS) called SunGardHE. These new systems will necessitate the completion of an electronic storage area for college-wide, departmental and programmatic data and reports. Once planning for this repository is operational, representatives from the different areas will be asked to participate in its creation to allow for increased access to information.
- See *I.B.3 and I.B.5 Progress for Action Plan #3*

II.A.1.b
Action Plan#1:
Once the moratorium is lifted in fall of 2004, the college will expand its offerings of online courses to meet the growing demand.

Progress:
After the moratorium was lifted, a number of processes had to be established before the college could begin expanding its online course offerings.
- Certification is now required for all faculty who wish to teach online courses. As of June 2007, a total of 106 faculty members have been certified. See *Online Faculty Certification Process* http://elearn.mtsac.edu/olsc
- All Distance Learning courses had to be resubmitted through the curriculum process. As of June 2007, a total of 73 Distance Learning courses have been

approved. See *Distance Learning Course Approval form*
http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

- A course management system (Blackboard's Enterprise System) was purchased by the College in July 2005. All three Blackboard systems (Learning, Community and Content) have been installed. A variety of workshops have been offered through Professional & Organizational Development to train faculty in the use of Blackboard. This system will provide consistency among the web sites for all on-line courses. It will not affect the content, but will ensure the students are able to access the components of all course sites with ease. For instance, if a student wishes to find the course syllabus, that button will be found in the same spot for all online courses offered.

II.A.2
Action Plan #2:
The Academic Senate will lift the online moratorium in fall of 2004 and move online courses (existing and proposed) through the newly approved review process.

Progress:
The online course review process is in place. The Distance Learning Course Amendment form is now submitted by faculty for each new Distance Learning course. Professional Development Workshops and assistance from the Online Learning Faculty Mentors facilitate the process.
See:
- Distance Learning Course Amendment form http://elearn.mtsac.edu/olsc/dstlearn
- Calendar of Professional and Organizational Development Workshops http://olsc.mtsac.edu/sdev/Classes/cal.asp

II.A.2.d
Action Plan #1:
The SLOs/AUOs Implementation team will provide departments with programmatic and institutional guidelines for the implementation of outcomes based assessment.

Progress
The SLOs/AUOs Implementation team was charged with establishing the means through which the SLOs/AUOs process could be maintained at a consistent level of quality upon completion of the implementation phase. This has been most evident in the resources available to the campus on its SLOs/AUOs Website. These include a rubric for evaluation of the models, a resources list containing relevant publications, and a FAQs page. The guidelines for quality assurance, such as a SLOs/AUOs Quality Assurance Committee and a Permanent Faculty Released SLOs/AUOs Coordinator Position, are also detailed in the college's Institutionalization Plan and the General Education Plan. In addition, the Planning for Institutional Effectiveness (PIE) form insures a consistent format for and use of the 5 column model. In future, the use of Trac Dat to effectively document and report the college's SLOs/AUOs work will simplify the college's quality assurance efforts.
See:
- *SLOs/AUOs Team Rubric for Evaluation of 5 column models* http://www.mtsac.edu/instruction/outcomes/doc/RubricEvaluation5Column Models.pdf
- *SLOs/AUOs Team Evaluations for Years One, Two, and Three*
- http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

- *SLOs/AUOs Institutionalization Plan*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *2006 PIE form*
  http://inside.mtsac.edu/organization/committees/iec
- *General Education Outcomes Assessment Plan*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Academic Senate Resolution #2006-06 regarding General Education Outcomes Assessment Committee*
  http://academicsenate.mtsac.edu/resolutions.html
- *Trac Dat Software Information*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Action Plan #2:
Staff Development will offer training to faculty in the utilization of student and peer evaluation results for improvement of teaching.

Progress:
Beginning in spring 2007, the New Faculty Orientation series will include a session on utilization of student and peer evaluation results for the improvement of teaching.

II.A.2.f
Action Plan #1:
The President's Advisory Council (PAC) will update the mission statement to include appropriate references to student learning outcomes.

Progress:
The President's Advisory Council is reviewing the mission statement from different perspectives. In fall 2006 and spring 2007, PAC worked with Research and Institutional Effectiveness to develop and conduct focused sessions with faculty, students, classified staff, and managers. The purpose of these sessions was to obtain employee perspectives on the college's direction in 5-10 years through their responses to questions such as: What can Mt. SAC improve upon? How do we dispel the myth of Mt. SAC being a high school? How do we give evidence to support the comment that "Mt. SAC is the best"? Results from these sessions will be used to evaluate the mission of the college during fall 2007.

II.A.3.b
Action Plan #4:
Curriculum and Instruction Council will resume talks regarding an Information Competency requirement.

Progress:
In spring of 2007, the General Education Outcomes Committee recommended a number of revisions to the college's General Education Philosophy Statement one of which was the addition of an Information Competency requirement. These changes were approved by the Academic Senate in May 2007, and have been included in the 2007-2008 Catalog. See *Revision of General Education Philosophy*
http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

II.A.6 *Action Plan #1,* **II.A.6.**c *Action Plan #1*
The college web team will work with the CTO and Marketing to establish a plan for checking the accuracy and currency of all site information. Departments and areas will gain authorization to update information on the college web site.

Progress:
- Each college department or area supervisor is responsible for ensuring the currency and accuracy of the department's or area's web page information. This individual establishes internal procedures for checking the accuracy and currency of web page information.
.	In most cases, the supervisor forwards to the web support team any information that needs updating or changing, and the web support team makes the appropriate changes.
- When appropriate, a supervisor may designate an authorized staff member to be the department's or area's "content provider," this individual then requests authorization to update the web page via an online request form. If the request is approved by the supervisor, the request is forwarded to the web support team, who grants appropriate permission so the "content provider" can update the web page.
- The college web team has established procedures for reviewing the currency and accuracy of information web pages for which the web support team is responsible, e.g. the online college catalog, campus news, campus announcements. These are reviewed at regular intervals (daily, weekly, monthly) and changes are made as needed.

Action Plan #2:
Departments will review official course outlines on a regular basis to ensure faculty understanding of course objectives and outcomes.

Progress
- As of the spring 2004 semester, a decision was reached by the Curriculum Instruction Council to begin requiring that all courses offered move through a four-year review cycle as mandated by the Chancellor's Office. This review cycle necessitates regular faculty consideration of the official course outlines.
- Web CMS (an on-line curriculum management system) has made official course outlines more accessible to faculty as a whole.
- The college's Curriculum Liaison conducts presentations on the components of official course outlines at the New Faculty Orientation Series.
- The SLOs/AUOs team clarifies the differences between the course objectives found on the official course outlines and faculty-generated outcomes.
- See *Progress for II.A.6.a Action Plan #1*
- See *Curriculum Proposal*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Action Plan #3:
Department Chairs will spot check syllabi for compliance with the course master and assist the academic divisions with any issue related to syllabi distribution

Progress

- Department Chairs (and in some departments, Part Time Faculty Coordinators) review syllabi for compliance with the course master with Part Time faculty they mentor.
- The evaluation process for probationary faculty addresses the issue of compliance with the course master as well. In the 2006-08 Faculty Contract Section A. of the *Probationary Faculty Administrative Evaluation* form states: "Administrative comments should address…Compliance with course outline…." http://hr.mtsac.edu/docs/facultycontract.pdf
- The combination of the new online course management system (WebCMS) and the new four-year review of courses also prompt frequent tenured faculty contact with the official course outlines.

Action Plan #4

The Instruction Office, in conjunction with the SLOs/AUOs Implementation Team, will establish a process whereby expected student learning outcomes could be incorporated into the catalog.

Progress

After the General Education assessment process begins in fall of 2007, the college will discuss the feasibility of including its General Education outcomes in the 2008-2009 catalog. See *General Education Outcomes Assessment Plan* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

II.A.6.a
Action Plan#1:

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

Progress:

Mt. SAC's *Action Plan #1* for II.a.6.a. is no longer appropriate in light of the college's position on the subject of outcomes and measurable objectives on the official course outline. Mt. San Antonio College is committed to using the Nichols model for establishing institutional effectiveness through the assessment of Student Learning Outcomes and Administrative Unit Objectives. The 2004 Visiting Team commended this commitment in its summary report. According to the Nichols model, the flexible and ever-changing nature of Student Learning Outcomes does not make them suitable replacements for Measurable Objectives on the official course outline of record although accreditation standards IIa2h and IIA6a refer to them as such. The college believes it can maintain rigorous curriculum standards and protect its articulation agreements while insuring institutional effectiveness if it continues using these two distinct components in the way in which they were intended. See *Curriculum Proposal* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

II.A.6.c
Action Plan #2:

Instruction, Student Services, and IT will meet to continually improve the quality of published materials, especially the schedule of classes, catalog and web site. Department heads are being asked to work with the web team to formalize a consistent look for the college web pages and a process for validating and updating the pages.

Progress:
- See *II.A.6 Progress for Action Plan #1*
- See *II.A.6.c Progress for Action Plan #1*
- In September 2006, Mt. SAC's marketing efforts for the 2005-06 academic year were recognized with gold, silver, and bronze Medallion Awards by the National Council of Marketing & Public Relations' Western Region. At the regional conference in Laughlin, NV, Mt. SAC brought home 11 Medallions, including 6 golds (best enrollment marketing campaign, best advertising series, best brochure, best sports media guide, best college folder, best promotional post cards). Top honors also went to the college's employee and Music Department websites, and the College Catalog.
  See *Mt. SAC's winning entries:*
  http://inside.mtsac.edu/departments/marketing/pubs/2006-NCMPR.pdf

- In April 2006, the college also received gold medals from the Community College Public Relations Organization (CIPRO) for its Catalog, Schedule, Web Page, and Employee Intranet page. See *Mt. SAC's winning entries*:
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Action Plan #3:
A representative group of new students will be provided with the opportunity to evaluate the organization of information in the catalog.

Progress:
Marketing and Communication conducted focus groups for both the schedules and catalogs in 2004. Two groups of students, chosen at random, were asked a series of questions relative to user-friendliness, structure and organization, readability and simplicity, visual attributes, etc. of the two publications. Based on their feedback, significant organizational and design changes were made to the schedule in 2005. Course descriptions were condensed, narrative and policy information was consolidated to the front of the schedule, and the remainder of the publication was devoted to class listings and time schedules. Course offerings were called out in side tabs to help students find classes more easily. Student information needed throughout the semester (final exam schedule, key dates to remember, and campus safety information) was also consolidated and published in a convenient pull-out inserted in the schedule. This allowed students to keep the quick-reference information throughout the semester after discarding the schedule. Finally, the Mt. SAC Admission Application was totally revamped and moved to the front of the schedule as a perforated insert, enabling prospective students to find and fill out the form more easily. Follow up focus groups were conducted in 2006, involving students and faculty. Overall, participants favored the format revisions made to the schedule.

The feedback on the catalog in 2004 offered no suggestions for improvement. The focus group felt the catalog was in keeping with the format of most college catalogs although they confessed they did not want to use it because it seemed like a thick reference book. They preferred to rely on the course descriptions provided in the class schedules even though those descriptions are condensed significantly to conserve space. In 2006, Marketing & Communication experimented with changing the design format of the catalog from the traditional vertical profile format to a landscape

format. While the new format was well received by various sectors on campus, it received a "thumbs down" from Mt. SAC's counselors who preferred the vertical format for its ability to display major and degree requirement information on a single page. In response to the needs of the counselors, Marketing provided the counselors with a separate database of programs and certificates to enable counselors to print requirements on separate pages while counseling students.

Regarding online versions of catalog and schedule, the focus groups appreciate having this online resource. However, Mt.SAC's online version is a static posting of PDF files of each page from the printed schedule. Users have to scroll through the entire book to find what they want. There is no advanced search feature that allows them to type in a course name or topic and immediately access the information they want. Student focus groups say this is extremely frustrating and time consuming. Similarly, students want an interactive, data-driven online class schedule with search capability that also indicates how many spaces are open in a particular class or if the class is full. Currently, the college's enterprise system is not data-base driven, but Mt. SAC will be able to offer such an online service through the implementation of the new SCT SunGard Enterprise Application System, which will be data-base driven in 2009.

II.A.7, II.A.7.a
Action Plan #1:
The Academic Senate will disseminate the Professional Standards and Ethics Committee's (PSEC) purpose and function statement to the faculty.

Progress
Faculty members were appointed to the PSEC committee Sept 2006.
They began meeting in spring 07 to outline their official purpose and function statement. However, Resolution 2004-05 was passed by the Senate and Approved at AMAC (Academic Mutual Agreement Council) and includes this language:

"Resolved, that the Professional Ethics and Standards Committee objectives will be: to preserve an environment that encourages the free pursuit of truth, and professional conduct; to support a mutually respectful atmosphere that engenders the optimal scholarly standards of each discipline; and to promote unity within the educational community; and

Resolved, that the Professional Ethics and Standards Committee's function will be to assist faculty in resolving non-contractual, work related conflicts or disputes between faculty members, provide confidential mediation, conflict-resolution, counseling or advising as a third party to any faculty member requesting such service, as it pertains to unprofessional conduct, or behavior considered detrimental to the educational environment…"

Action Plan #2
The Instruction Office will place information about student grievance procedures in a newly created category about College policies that govern student rights and expectations of appropriate behavior in the catalogue.

Progress:
The revisions to the catalog were complete as of the 2005-2006 academic year.
See http://www.mtsac.edu/catalog/

II.B.
Action Plan #1:
RIE will create projections for future needs through continued focus studies,
research and periodic assessments and evaluations.

Progress
- The Research and Institutional Effectiveness (RIE) office continues to conduct
  focus groups, research studies, assessments, and evaluations to determine
  the needs of college students and of surrounding communities. A survey of
  manufacturers in the College's district, revealed new directions in the
  industry and detailed future employment opportunities in the field. The
  college was then able to re-examine its Manufacturing Program curriculum.
  The project was completed through the President's Office, and expanded the
  college's connections with employers in its District.
- Through the use of focus groups, the Research and Institutional Effectiveness
  office has assisted the Bridge program in evaluating its impact on the
  students' self-efficacy.
- An examination of the literature on persistence (i.e., student enrolling from
  one semester to the next) provided the college with information on how they
  could increase their persistence rate of students – especially part-time
  students.
- The Research and Institutional Effectiveness (RIE) office works closely with
  the Matriculation and Assessment office. See *II.B.3.e* Progress for *Action Plan
  #1*

Action Plan #2:
Student Services will continue to measure the effectiveness of current service
efforts to meet the needs of students

Progress:
- Student Services managers are continuing to strengthen their understanding
  of effectiveness and outcomes management related to meeting the needs of
  their students. In particular, DSPS is participating in a pilot study that began
  with the measurement of students' needs.
- The Student Services Team participates in the College's annual Planning for
  Institutional Effectiveness (PIE) process.
- Student Services' categorical programs (EOPS, CARE, CalWORKs, DSPS,
  Upward Bound) continue to submit required reports detailing the
  effectiveness of their service efforts.
- EOPS/CalWorks and DSPS are moving to the SARS online scheduling system
  to better integrate with the new EAS.

Action Plan #3:
The Student Preparation and Success Council will develop and refine policies and
procedures designed to enhance student success

Progress

The Student Preparation and Success Council is the means through which the college addresses issues related to student success. The Council has been studying the following issues:

- Disproportionate impact related to the progress of basic skills students
- Changing demographic profiles of entering freshmen students
- Placement issues related to international students
- Policies related to academic renewal, certification, transfer, and graduation
- Student Equity concerns and plan implementation

II.B.1.
Action Plan #1:

Student Services Programs will continue to implement their unique approach to student learning outcomes

Progress:

- The Student Services Model has continued to refine the integrated approach of combining the Planning for Institutional Effectiveness (PIE) with Student Learning Outcomes (SLO). Student Services led the college in developing their Student Learning Outcomes and Administrative Unit Outcomes (AUO). All departments were successful in completing the intended objectives, means of assessment and criteria for success as part of the SLO/AUO process; a large percentage of departments completed the summary of data collected and use of results sections. In 2006-07 the Student Services Team developed an integrated document to more accurately review stated goals, plans to achieve goals, and program information summaries required through the PIE and SLOs/AUOs processes.
  See:
    - *SLOs/AUOs Campus Activity Spread Sheet*
      http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
    - *Newsletter on Bridge Program*
      http://www.mtsac.edu/instruction/outcomes/newsletters.html
    - *5 column models for Assessment, DSPS*
      http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

- Most notably, learning communities have been expanded to develop intensive English and intensive math communities based on a "time on task" philosophy. The Freshman Experience has been completely revamped in order to meet the unique needs of entering freshmen students.

- The principles used in the college's Freshman Experience program have been expanded to include the development of a "Pre-Nursing Bridge" program, identifying high risk, but highly motivated first generation, under-represented students and creating a program which will support students as they progress through the rigorous prerequisites required for admission to Mt. SAC's Nursing program. Courses to be taken and supported as part of the Pre-Nursing Bridge include English and math, as well as Anatomy, Physiology, Microbiology and Chemistry.

II.B.3.a
Action Plan #1:
Student Services will continue to define gaps in meeting the support needs of students and determine how they may be addressed.

Progress:
Specific interventions have been identified through the Student Services Team, the Student Preparation and Success Council, and the Student Equity Committee. A particular focus will continue to be the progress of basic skills students and of the progress of specific ethnic groups—Latinos and African Americans.
See *Response to Recommendation 3.1.*

Action Plan#2
Student Services will work with RIE to identify evaluation needs in order to strengthen the effectiveness measurement of existing services and determine the success rate of specific interventions.

Progress:
- The Research and Institutional Effectiveness office is working with the Learning Communities to evaluate the effectiveness of their programs (e.g., Bridge, SSPIRES).
- The College's new Banner EAS will enhance the existing processes used to measure the effectiveness of various Student Services.

II.B.3.b.
Action Plan#1:
The Humanities and Social Sciences Division will explore alternative means of delivery for student publications.

Progress:
- To date, regular issues of the *Mountaineer* student newspaper have been published bi-monthly in fall 2006 and spring 2007. Online editions for each print issue are also uploaded to the *Mountaineer* website. See: http://www.themountaineeronline.com/
- Issue 1 in fall 2006, featured the first bilingual article. These articles have continued in the "Multi-cultural" section of the paper. Plans are in place to add additional articles in other languages besides Spanish. The first issue in spring semester featured an English-Spanish article and an English-Chinese article.
- The on-line edition, which began with issue 3 (Nov. 6, 2006), features a new photo slide show. In spring 2007 semester, the *Mountaineer* began blogging and pod casting as well.
- The *Mountaineer* was recognized twice in the academic year 2006-2007: in the fall, it won the General Excellence Award for the Southern California Region from the Journalism Association of Community Colleges (JACC), and in the spring it won the General Excellence Award again, but this time it was for the entire state of California! These awards represent the highest honor community college journalism programs can receive, and the JACC recognized multiple components in the *Mountaineer* from news writing to feature writing to photography.

II.B.3.c.

Action Plan #1:

Counseling will continue efforts to hire more counselors.

Progress

Beginning in fall semester 2005, the Counseling Department has been able to replace all retiring counselors as well as to add three additional counseling positions. See *Response to Recommendation 3.1*

Action Plan #2:

Counselors will develop and assess SLOs for those courses taught by counseling faculty.

Progress:

Counselors have developed and continue to refine SLOs which are incorporated both into the campus SLO process and program review for both COUN 5, Career and Life Planning and for the New Student Orientation. Additional courses will be included as part of this process. See 5 *column models for Counseling* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Action Plan #3:

IT will work with Counseling to produce an easy to use web-based system to develop educational plans for students.

Progress:

A web-based educational plan is planned as part of the new Banner EAS. No further work will be done in this area until Phase I Banner implementation is complete in 2008.

II.B.3.d

Action Plan #1 and #2:

The Equity and Diversity Task Force will submit its Equity Report to the President's Advisory Council then the Chancellor's Office. College departments and areas designated will implement the Student Equity Report's recommended actions.

Progress
- See III.A.4, II.B.3.d for Action Plan #1
- After the distribution of the Student Equity Report in January 2005, the persons responsible for different action items were individually contacted by members of the Student Equity Committee. They were asked to report their progress on the items and to be responsible for their completion. In 2005/06, the majority of committee meetings involved asking these individuals to provide the committee with updates. These official forums allowed the committee to hear from the person in-charge of the action item on its validity (most were valid), the progress made to date, and the roadblocks (such as lack of funding) that had been encountered. The committee provided encouragement and also assisted with roadblocks, whenever possible. See *Student Equity Report* http://www.mtsac.edu/about/facts/equity.html
- The breadth and depth of the Student Equity Report Mt. SAC submitted to the Chancellors Office in January 2005, prompted its selection as one of nine community colleges to participate in the University of Southern California's

Equity for All Project. The project involves a further examination of ethnicity information about the students as well as their access and success issues. The purpose of the project is to examine the college's business practices and to determine how things could be changed to increase student success.

- The college is honored to have received the Chancellor's award for Best Practices in Student Equity. The award acknowledges the college's student equity efforts that result from various college initiatives such as its Learning Communities, the Annual Black College Fair, the Male Summit, the college's partnership with USC, and Mt. SAC's comprehensive Student Equity Report.

Action Plan #3:
The Student Equity Committee will explore ways to better communicate activities and programs, related to diversity to the campus and to the community.

Progress:
- January 2004 Flex Day presentation to Faculty on Diversity Consciousness entitled *From Invisible to Visibility*
- The Student Equity Committee conducted a presentation on Flex Day January 2005 covering the Student Equity Report that included institutional research and major findings.
- The Student Equity Report has been distributed across campus. See http://www.mtsac.edu/about/facts/equity.html
- The Male Summit (2006) focused attention on male students who, according to research have lower rates of success across all racial/ethnic groups. The Male Summit brought male mentors and students together to dialogue about ways to address success barriers they face at Mt. SAC. Mentors included male faculty, administrators, and staff.
- *Community Connection* newsletters hosted a column entitled "Shared Experiences, Different Perspectives," which served as an opportunity to expose the campus community to cultural awareness, celebration and appreciation.
- Black College Fair was developed in partnership with the National Council of Negro Women, San Gabriel Valley chapter. The community event was hosted on the college campus in 2005, 2006 and 2007; it is now an integral part of the college's transfer efforts.
- The African American Dialogue was a community event bringing leaders from the National Council of Negro Women and NAACP together to discuss ways to bridge the college with the African American community in order to address mutual educational concerns.
- 2005 and 2006 New Faculty Orientation Series included a presentation on Diversity as it relates to teaching and learning.
- Professional Development continues to offer presentations on Universal Access to assist faculty in making access considerations for students who need accommodations in the classroom and with curriculum.
- The Equity for All Project evaluates the persistence and success of different ethnic groups based on projected graduation patterns. A lower-than-expected rate is flagged for further examination. The process allows for collaborative inquiry into how the college conducts business and evaluates and eliminates barriers to student achievement. Results from this project will be communicated to the campus community through the Academic Senate, the President's Advisory Council, the Institutional Effectiveness Committee, and the Student Equity Committee. Campus-wide newsletters and forums will

also allow for further discussion and evaluation of all that the college does related to student success and equity and diversity.

Action plan #4:
The Student Equity Committee will consult with Research to conduct further studies on diversity issues and the effectiveness of planned activities that seek to promote diversity and appreciation of cultures.

Progress:
- Mt. SAC recently received the 2006 Chancellor's Award for Best Practices in Student Equity from the California Community Colleges Chancellor's Office. The award, presented recently by Chancellor, recognizes those colleges and districts that have advanced students' access to educational and support services at their respective campuses—particularly for disadvantaged students and those in the ethnic minority. Mt. SAC's award-winning entry was entitled, "*Achieving Student Empowerment through Equity and Diversity at Mt. San Antonio College.*" Mt. SAC's efforts have been spearheaded by its interdepartmental Student Equity Committee, co-chaired by Dean of Student Services and a Communications Professor, who is also the former Academic Senate President. The committee includes representatives from the instructional, student service, research, and administrative divisions of the college as well as a community representative.
- The college's Research Office is part of the team participating in the University of Southern California's Equity for All Project that examines diversity issues and business practices related to student success.
- The Student Equity Committee relies upon research to provide directions for exploration and to support its requests campus-wide initiatives for change. For example, after publication of the results of the CCSSE study of October 2006 that indicated only 52-54% students and faculty respectively believe they have an understanding of other racial/ethnic backgrounds, The Student Equity Committee will use this data as rationale for requesting that cultural diversity be one of the college's first general education outcomes to be assessed. The committee will also use data such as this to determine if a cultural awareness course should be a requirement for the college's AA/AS degree.

II.B.3.e
Action Plan #1:
The Director of Assessment and Matriculation will continue to monitor placement data to determine the effect of test instruments on student success and disproportionate impact.

Progress:
- The Research and Institutional Effectiveness office provides the Assessment and Matriculation office with tracking and analyses of student placement data to determine the effect of testing instruments on student success and disproportionate impact. Over the past two years, the two offices have submitted reports to the Chancellor's Office for three of the instruments used for course placement. The studies provided enough evidence to warrant re-approval for the use of two of the three instruments while the third will

require more research into the low placement satisfaction levels for Math students.

- The full narrative report for Mt.SAC's reading test (DRP) is being provided to other colleges as an exemplary proposal for test approval.
- The Chemistry report is based on a rarely used technique called Critical Mass in which at least three colleges have to combine their data to justify continued use of the test.

- Research has also been conducted on student success based on direct course placement versus articulation from prerequisite course. The data has provided information which has been useful in determining the most appropriate cut-scores for Mt. SAC's placement tests.

II.B.3.f.
Action Plan #1:
Student Services will continue to review procedures to ensure that student records are securely and confidentially maintained.

Progress:
The Admissions and Records department has submitted a request to have their microfilm and hard copy records (applications, transcripts, class rolls) scanned in order to update and provide for better security of student records. The department has also changed the security paper on which student transcripts are printed.

II.C.1,II.C.1.a
Action Plan #1:
The library will analyze the collection to determine its currency and once determined will address enhancing and weeding the deficient parts of the collection.

Progress:
- In 2005, the Library developed an ongoing systematic process for inventorying, evaluating, and weeding its collection. Since then, the Library has inventoried, evaluated, and weeded 80% of its collection including not only the circulating collection, but also reference, reserves, vocational, and children's materials. The Library has determined that this needs to be a part of routine library procedures and has integrated it as such on a yearly cycle. Approximately 5,000 obsolete items have been removed and replaced with approximately 8,000 electronic books from the Community College League of California Net Library collections.
- A project to encourage all campus departments to assist in the selection of print materials has been developed. Through the Academic Senate, departments are being asked to submit book selections, based on library guidelines, to enhance the collection.
- In anticipation of a move into a new building in 2012, the Library will seek additional funding to continue expanding its collection.

II.C.1,II.C.1.a. *Action Plan #2,* II.C.1.b. *Action Plan #1*
II.C.2. *Action Plan #1:*
The Library will begin creating student learning outcomes that measure the effectives of processes like orientations and the library exercise.

Progress:

- The Library is in the process of completing its administrative unit objective (AUO), "Clients will be satisfied with current library services." See *5 column model for Library* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm The Library distributed a five-question survey in September 2005, which questioned patrons' use of and/or satisfaction with the library website, print and media collections, article databases, staff assistance, and library hours. 79.43% of those surveyed responded they were satisfied or very satisfied with current library services. While the AUO has been met, the Library Outcomes Committee noted numerous respondents expressed concern with or misunderstanding of the library's hours. The Library Outcomes Committee is reviewing potential ways to promote the library's hours.
- The Library has begun discussion on its student learning outcome (SLO), "Students attending library orientations will be able to use all of the relevant research resources available." Sample technologies for online surveys have been proposed, and the Distance Learning/Electronic Reference Librarian has worked with Information Technology to ensure they can work from the Library's website. Hard-copy feed-back forms have also been discussed in the Library Faculty meetings. Work on this action plan is still in progress.

Action Plan #3
The Learning Support Services will distribute the technology survey and make needed changes

Progress:

- Learning Lab staff reviewed the list of software used by faculty and students and updated them for current use.
- Together with the faculty technology liaison and LAC faculty, a list of computer equipment needs was developed and submitted for approval. About one-third of the computers in the Learning Lab will be replaced, and two classrooms previously without computers will have laptops (6-234 & 6-137).
- The Learning Lab is participating in the computer replacement program inventory survey which will allow for staff computers to be replaced.

Action Plan #4
The Learning Support Services will expand the Supplemental Instruction program.

Progress:

- The Supplemental Instruction Program has expanded in the Learning Communities. Besides the Summer Bridge program, Supplemental Instructors (SIs) have been assigned to support the Math Academy, and the SSPIRES Pre-Nursing Learning Community.
- A recently acquired Title V grant will pay for more SIs to be in new learning communities to support students in reading, English, and content area courses.

II.C.1.b.
Action Plan #2:
When the budget permits, the Library and Learning Resources will offer the LIBR 1 class in a new format. The Library will promote the course with English and Speech

classes in an effort to increase enrollment. It will also investigate whether the Assessment Center would recommend the course to students who complete placement tests with an English 68 or above eligibility.

Progress:
- Currently, the LIBR 1 course is in the process of being split into three one-unit courses, which will be offered in addition to the three-unit course. One of these courses, LIBR 1A, has made it through the curriculum approval process and premiered in the winter 2007 Intercession. Promotional materials are currently being created for this course as well as the LIBR 1 course, offered in the spring 2007 semester. These promotional materials will be prominently displayed and shared on campus, including flyers sent to all English and Speech faculty, counselors, tutoring, and the Assessment Center.
- The two additional one-unit courses, LIBR 1B and LIBR 1C, are currently in the process of being revised for submittal to the Educational Design Committee. Once all the new courses have been approved, work will begin on completing the required Distance Learning Course Amendment forms in order to be able to offer these valuable courses in a variety of modalities. The Bibliographic Instruction Librarian has also been through the Certification for Online Teaching process and has been trained in using the Blackboard course management system.

II.C.1.c.
Action Plan #1:
The library will re-instate Saturday hours when the campus budget permits.

Progress:
- Saturday hours were reinstated beginning with the fall 2005 semester. The Library is now open from 9:00 a.m. until 4:00 p.m. on Saturday during fall and spring semesters. The additional hours have been well received by the campus community.
- As of the spring 2007 semester, the library is also open for four hours on Sunday.

Action Plan #2:
The Library will continue requesting an additional librarian position during the Faculty Prioritization Committee process.

Progress:
- The Library requested two new librarian positions in 2005/2006. One of these positions, a Reference/Instruction librarian, was approved. The hiring process for this position was completed during the summer of 2006, and the new librarian began work in fall 2006. The second position, a Collection Development librarian, was filled for the 2007/2008 academic year.

Action Plan #3
The Learning Support Services will provide extended hours when budget permits.

Progress:
- The Learning Lab continues to rely on hourly student assistants to cover existing hours of operation which remains a challenge because students' availability is contingent on their school schedules. This means gaps in coverage that sometimes go for weeks without filling.
- The Learning Lab has been able to hire an additional permanent part-time staff member to anchor the early morning hours and Saturdays in the Lab; however, this 47.5% time staff member does not work enough hours to cover. The front-line service requires full-time staff.
- The Learning Assistance Center is part of the college's new Weekend College Program which began in spring 2007. As such, the LAC will open extended hours on Saturday and Sunday. Funds for hourly support for the new program will be available to hire hourly staff; in addition, permanent staff members have been requested, and funding for them is pending.

Action Plan#4:
The Learning Support Services will continue to request additional employees

Progress:
In October 2006, a memo outlining the need for full-time staff in the Learning Assistance Center was presented to the Vice President of Instruction. The memo lists nine positions that are needed to run the four units within the LAC: Learning Lab, Skills Lab, Testing Services, and Tutorial Services. As of late October 2006, due to Basic Skills and Title V funds, the LAC will be hiring a new Tutorial Services Manager, a Tutorial Services Specialist, and a 19-hour per week Clerical Specialist. This list will be re-presented to pursue more classified permanent positions to anchor the services that many faculty and staff rely on.

Action Plan #5:
The Learning Support services will survey students regarding the cuts in the Learning Assistance Center Hours.

Progress:
Very few students expressed concern about the cuts in the LAC because Testing Services hours were extended to 4:00 p.m. on Saturday (it previously closed at 2:00 p.m.).

II.C.1.d.
Action Plan #1:
The Library will conduct an inventory of Media Services equipment that is housed across campus. In this process the library will barcode each item and add it to the Sirsi system which will facilitate better tracking of its equipment.

Progress:
Using the Sirsi Integrated Online System (ILS), records for Media Service equipment were entered into the Unicorn database. As equipment is added and deleted, the database is updated. In order to maintain an accurate inventory of items in the field, Sirsi's PocketCirc, an inventory software program on a handheld computer, has been requested. This request was approved for funding and was completed in December 2006.

Action Plan #2:
The Library will investigate making computer replacement a permanent ongoing budget item.

Progress:
See Progress for III.B.2.a *Action Plan #1*

II.C.1.e.
Action Plan #1:
The Learning Assistance Center learning support services must secure permanent ongoing funds to support the services needed to sustain the Learning Lab.

Progress:
- In the plan to replace computers in labs and classrooms, the Learning Lab will be part of the division's prioritization.
- The Learning Lab needs two more full-time classified staff to attend to the thousands of students who rely on the lab every semester. These needs will be documented with data and presented in a request for additional staff made to the Vice-President of Instructional Services through the budget process.

II.C.2.
Action Plan #2:
The Learning Support Services faculty and staff will continue their efforts to assess student achievement through SLOs.

Progress:
- Tutorial Services pursued a study of the impact of writing tutoring on students who used tutoring more than three 30-minute sessions in fall 2006. It tracked two sections of English 67 students taught by one faculty member who strongly encouraged his students to use tutoring. Thirty-three subjects were tracked, but the results were inconclusive because the students were not required to use either of these services. The next time Tutorial Services conducts this study, it will work with faculty members who require revisions on student papers so that there is a formal venue to gauge student improvement between drafts and, by extension, possibly determine a correlation between student improvement and the use of tutoring.
- In Spring 2007, Tutorial Services also surveyed students who used math tutoring for their satisfaction with the service. A short survey was given to all students who used the MARC and math tutoring in Tutorial Services. Overall, 94.3% of the 215 respondents indicated that they were *very satisfied* or *satisfied* with Tutorial Services. 82% of the 187 respondents stated they had recommended the use of math tutoring to other Mt. SAC students.
- The Learning Lab conducted a student satisfaction survey and found that over 90% of students who use the lab are satisfied with the services provided. See *5 column model for Learning Lab* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Standard Three:
III.A.1b
Action Plan#1:
The President's Advisory Council will change AR&P 242.1 and 242.2 to reflect the new management evaluation process.

Progress:
The college's department of Human Resources has developed a new management evaluation system. The new process, which began in spring of 2007, allows the supervisors to be more directive in their input regarding the managers' strengths and/or areas for improvement. The Administrative Procedures are being revised and a new one regarding management evaluation is forthcoming.

See
- *Mt. SAC Administrative Evaluation Form*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Mt. SAC Manager Evaluation Procedure*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
-

III.A.1.c
Action Plan #1:
The Faculty Association, in conjunction with the SLOs Implementation Team, will determine the appropriate methods for evaluating faculty effectiveness in producing SLOs.

Progress:
The college chose the Nichols model for its SLOs assessment because, unlike many other outcomes assessment models, it focuses on course and program level, rather than class level, assessment. The institutionalization of outcomes assessment at Mt. SAC, along with the college's new focus on planning for institutional effectiveness, requires a significant change in campus culture that will only occur if there is an emphasis on the positive, non-punitive nature of outcomes assessment. To date, this approach has been reinforced by a general understanding campus-wide that the role of faculty representatives from disciplines/departments is to gather data in ways that do not focus on the performance of individual instructors. Their task culminates in the thoughtful documentation of how the results will be used for improvement in their areas.

Finally, Mt. SAC does acknowledge the role of individual reporting in the Nichols model and encourages the faculty members to discuss their involvement in the outcomes process in their self-evaluations if they so choose. The college has modified the Faculty Agreement so that the *Supplemental Hours* section of Article 10.A.2 includes student learning outcomes work as an example of an approved activity. It has also modified the faculty *Supplemental Hours* form H.11, which is turned in yearly to the division offices, detailing faculty member involvement in non-teaching activities. It now includes a section entitled *Student Learning Outcomes Work: Involvement and Description.*
See *Academic Senate Resolution 07-02: SLOs and Faculty Evaluations*
http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

III.A.3, III.A.3.a *Action Plan #1:*
III.A.4.c *Action Plan #1:*
The Public Information Office will make Board Policies and Administrative Procedures available online.

Progress:

- As of 2005, Board Policies are made available by the Office of the President on Mt. SAC's website at http://www.mtsac.edu/governance/trustees/policies/index.html
- Administrative Procedures have been revised and will be available on-line in fall 2007.
- Mt. SAC is continuing to work on a new process for monitoring changes and additions to the Administrative Procedures and Board Policies.

III.A.4, II.B.3.d
Action Plan#1:
The college will meet the requirements of the CCCCO s Equity and Diversity Project when it is developed and distributed.

Progress:

- See IIB.3.d Progress for Action Plans #2-4

- Title 5 requires that districts develop an Equal Employment Opportunity Plan. In the spring 2006, the Chancellor's Office approved a "Model EEO Plan" for districts to follow when developing their EEO Plans. Training on the "Model EEO Plan" is currently in progress. Once the training has been complete, the Chancellor's Office will notify districts of the deadline to submit their plan. The Chancellor's Office has indicated that districts will be given one year to complete their plans from the date of notification. The District will begin working on the plan during the spring 2008 semester with a projected completion date of spring 2009. For more information on the EEO Plan and Guidelines for California Community Colleges, See http://www.cccco.edu/divisions/grea/eeo/eeo.htm.

III.A.4.b
Action Plan #1:
The college will continue to recruit as broadly as possible to achieve greater diversity for all employee positions.

Progress:

- The Human Resources Department will be assessing AUOs that reflect its ongoing concern with insuring diversity among all employees on campus. These AUOs focus on increasing both the quantity and diversity of the college's applicant pools through the use of non-traditional advertising venues. See *5 column model for Human Resources* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

- On January 24, 2007, the college's Board of Trustees approved the recommended "expenditure of Human Resources and Equal Employment Opportunity funds for costs associated with equal employment opportunity outreach and training efforts [such as…]:

- Awards and outreach recruitment supplies
- Activities designed to encourage community college students to become qualified for and seek employment as community college faculty or administrators
- Outreach and recruitment
- In-service training on equal employment opportunities
- Accommodations for applicants and employees with disabilities
- Activities to promote equal employment opportunities and implement requirements of [Education Code Section 87108]" http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=87001-88000&file=87100-87108

III.B.1.b
Action Plan #1:
RIE will add survey questions to employee and student survey documents related to safety, security, and maintenance of a healthful learning environment

Progress:
The offices of Public Safety and Risk Management are continually examining safety issues from a campus-wide perspective:

- The Risk Management and Public Safety departments work collaboratively to evaluate and assess risks on campus. Staff and students have an important role in this process, and their input is solicited through their involvement in the Health and Safety Committee, student leadership retreats, department meetings, and staff orientations.
- The college has also developed forms for staff to report accidents and document unsafe or hazardous conditions on campus. These reports are used to identify trends which assist the Risk Management Office with the planning and implementation of new programs to reduce risk on campus.
- The college also utilizes consultants with specialized expertise in the area of safety and security to perform campus audits.
- In spring 2007, the Public Safety and Parking Services Department sent an email to all college employees asking them to complete an online parking survey. A total of 246 employees completed the survey out of the population of 2,480. The results indicated that 93% feel safe on campus, 87.3% are satisfied with the safety on campus, and 86.9% are aware of the blue emergency phones on campus although there is a need for more. A similar survey of students will be conducted in fall 2007.
- Also in spring 2007, The Research and Institutional Effectiveness department conducted the **OSS Employee Survey**. A total of 798 Employees completed the survey out of a population of 2,480. Overall, the employees were 57% in agreement to the nine health and safety questions. In particular, 69% of respondents were aware of the blue emergency telephones on campus. Only 41% thought that health and safety issues were addressed well at Mt. SAC while 72% thought that their supervisors adequately maintain safety in their work environment. Only 50% said they were told what to do if a fire occurred.
- In fall 2007, the college will distribute its' newly revised emergency response plan and conduct its first emergency evacuation drill. Staff and students will participate in the drills and will have an opportunity to provide feedback on

the process. This information will then be used to modify and improve our written emergency plans and procedures.

III.B.2.a
Action Plan #1:
IT will update the Total Cost of Ownership Plan in 2004 to reflect changes in the Chancellors Office guidelines and to update Mt. SAC's technology equipment.

Progress:
Total Cost of Ownership (TCO) is an Information Technology 'best practice' which associates the cost to support and maintain systems with the actual purchase of the hardware/software. Industry research shows that the initial cost of hardware and software represents less than 30% of the Total Costs of Ownership. That leaves a gap of $7 needed for support, repair and staff training for every $3 spent on technology.

TCO has been an identified factor in technology purchases since the 1980s and in 2000/2001 the California Community College Chancellor's Office, via the Telecommunications and Technology Advisory Committee (TTAC), identified TCO as a significant issue within the California Community Colleges. At that time a project was undertaken to determine an appropriate TCO model for California Community Colleges and begin funding of the TCO gap at the state level.

Although an attempt at funding the TCO gap started in 2000/2001 via the Telecommunications and Technology Infrastructure Program (TTIP), this program was never fully funded and, in fact, funding was discontinued soon after it began. As such it was critical for colleges to make an assessment of needed technology funding and ensure that the TCO gap was taken into account with all investments in hardware, software and systems.

Mt. San Antonio College has fully embraced the need for full support and funding related to the Total Cost of Ownership of technology investments in all areas including Instruction, Student Services and Administration. This commitment begins with the Executive Management Team and is understood throughout the Mt. SAC College Community. Significant collegial activity is ongoing in terms of evaluating technology investments, equipment replacement and required support.

Focused initiatives and activities in support of this standard are detailed below:
As was discussed above, TCO demands that the cost of technology support be included in any technology investment decisions. Mt San Antonio College strives to ensure significant and effective support for all technology investments. Toward this goal the following effective changes have been put in place after interactive discussion amongst Information Technology, Management, Instructional Staff and Faculty.
- **Academic support staff have been move under the IT umbrella**
  - More effective utilization of Staff resources
  - Enhanced technology support
  - Staff communication and cross training
  - Access for all staff to IT expertise across the campus.
- **Increased focus on a formal Help Desk structure to support all technology across the college – Instructional and Administrative.**

- **Ongoing Staff Development opportunities for all Staff and Faculty.**
- **Continued assessment of staffing requirements and addition/realignment of resources as required, supporting current and emerging technologies.**

Beyond the need to adhere to a TCO model and ensure appropriate support for existing technology and new technology investments, evaluation of facilities and equipment on a regular basis is required. New initiatives, developed through college-wide dialogue, debate and consensus, must be planned, funded and supported. Current activities in this regard are as follows:

- **College-wide evaluation and assessment of technology refresh/replacement needs**
  - Open process including communications to all constituents
  - Survey, data collection, data analysis and feedback to the College Community
  - Embraced a broad range of supportable standards
  - Allow Faculty and Staff to request technology that is most effective and appropriate
  - Windows PCs and Laptops as well as Macs and MacBooks.
  - College allocated $250,000 in one-time funding this year for tech refresh. A further ongoing budget of $250,000 per year is now allocated for tech refresh.
  - Purchased and deployment of systems is underway

- **Selection and implementation of Enterprise Resource Planning (ERP) System**
  - Collegial, open and broad based evaluation and selection process
  - Team oriented approach
  - College-wide participation, communications and information
  - Implementation teams embracing the College Community in a holistic fashion
  - Ongoing dialogue, analysis and open communication
  - Emphasis on staff development as part of the implementation process
  - College commitment to funding staff development, training and conference attendance

- **Campus-wide wireless networking initiative**
  - Dialogue with Faculty, Staff and Management
  - Address varied campus wireless networking needs – Internet, Instructional Applications, Library Systems and Campus Security
  - Executive Management commitment for project funding
  - On-going discussion and debate with flexible implementation planning
  - Focus on current and future technologies – laptops, handheld computers, PDAs, Cell phone based devices

- **Document Imaging initiative and project implementation**
  For more information on document imaging, please see response to Recommendation 3.1 - specifically *Additional Plans that have been developed*.
  - Campus-wide discussion, debate and participatory product selection process
  - Executive Management commitment for project funding

- Varied planning and implementation scenarios to satisfy the needs across campus
  - Student Services – A&R, Assessment, Counseling, Financial Aid
  - Instruction and Curriculum
  - Human Resources
  - Fiscal Services – Accounting, Purchasing, Accounts Payable
  - Facilities & Construction

III.B.2.b.
Action Plan #1 and #2:
The President's Advisory Council will continue to evaluate effective use of physical resources and determine budget prioritization. It will also assess future requirements for physical resources and equipment through research and analysis of projected needs.

Progress:
The President's Advisory Council is the main planning body for the college. It is responsible for all institutional effectiveness efforts such as mission and goal reviews, on-going evaluation of the budget process, and Planning for Institutional Effectiveness (PIE), and it receives regular updates on each.
See:
- *New Resources Allocation Process*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Budget Review and Development Process*
- http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm
- *Evaluation of the First PIE Cycle (2005-06) and Second PIE Cycle (2006-07)*
  http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

III.D.1.d. *Action Plan #1*, III.D.3 *Action Plan #1:*
The Budget Committee will review past budget process and make recommendations for changes and improvements to the process.

Progress:
- See *Response to Recommendation 2.1*

III.D.2.g
Action Plan #1:
Fiscal Services will implement an online purchase requisitions system, which will be used campus wide.

Progress:
- In July 2006, the college awarded its Enterprise Application System contract to SungardHE for the use of their Banner system. In September 2006 the college began implementation of the system. Purchasing and Finance will be the first departments to "Go Live'" January 1, 2008 with the new online purchase requisitions system.
- Beginning March 17, 2007, Professional Development began offering bi-annual workshops on the new purchase requisitions system to expand campus-wide understanding of the purchasing process. Professional and Organizational Development collaborated with the Director of Purchasing in

offering a 1.5 hour workshop entitled. "Purchasing Made Simple." The workshop was designed for Mangers, Office Assistants, and any other faculty or staff member who developed requisitions, established contracts, and or needed to understand the rationale of the Purchasing Department's processes.

- Pod is also working with Purchasing and IT to develop a workshop entitled, "Banner Training for Requisitions." The workshops will be offered in 2007-2008 and will include a combination of Power Point lecture and hands on training at a computer which will be facilitated by a Banner consultant and Mt. SAC Purchasing staff.

Standard Four:
IV.A., IV.A.1
Action Plan #1 and #2:
Team leaders need to strengthen the communication at the team and unit level. The President's Advisory Council needs to assess effectiveness of current modes of communication.

Progress:
See *Response to Recommendation 4.1*

IV.A, IV.A.1 *Action Plan #3,*
IV.B.2, IV.B.2.a *Action Plan #1:*
The President needs to emphasize institutionally the importance of internal decision making and governance processes. The President will continue to work closely with vice presidents to clarify their responsibility in decision-making.

Progress:
- One of the President's priorities has been to develop and encourage decision making that is both local and collaborative. The success of his efforts is evident in the performance of the President's Cabinet and the President's Advisory Council and in the positive dynamic he has generated between himself and both groups.
  - The President uses the weekly President's Cabinet meetings to consult with the Vice-Presidents on issues of concern and to receive updates on progress the Vice-Presidents have made toward their area goals.
  - The President expands the dialog he has initiated in Cabinet meetings through weekly meetings and daily conversations with each Vice-President.
  - The President meets with his Advisory Council, the college's primary planning body, about 10 times a year. The President uses his meetings with this shared governance committee to evaluate the planning processes and solicit feedback as to the direction of the college and changes that are needed.
- It is understood that the President will support the decisions of both of these groups, even if he does not agree with particular decisions they make. This focus on local decision-making has significantly increased the efficiency of college operations and allows the President to maximize his public relations and fundraising time in the surrounding community.

Action Plan #4:

RIE will re-distribute the governance survey in two years to determine perceptions of new governance processes. Before the governance survey is used again, the College needs to determine the appropriate populations for distribution, make efforts to elicit strong response from mangers and administrators and review survey items to determine relevance.

Progress:

- In light of major changes in the Participatory Governance process and structure, a newly designed survey will be deployed in 2007-2008.

IV.A.2, IV.A.2.a. *Action Plan #1,* IV.A.5 *Action Plan #1*
IV.B.2.,IV.B.2.a.*Action Plan #2:*

The President's Advisory Council will refine the task force recommendations and implement the modified committee structure. The Council will also continue to communicate the review of the governance structure to the broader College community.

Progress:

See *Response to Recommendation 4.1*

IV.B.1.J.
Action Plan #1:

The President will continue informing Board members regularly and promptly about college operations.

Progress:

- The President's practice of keeping Board members informed about college operations is well-established:

  - The President schedules monthly meetings with the Board President to review the Board agenda items.
  - The President is in weekly, and sometimes daily, contact with the Board President about numerous issues, especially those of immediate concern to the college.
  - The President's office sends weekly email updates to the Board members covering topics of interest to the college and detailing progress the college and the President have made toward specific goals.
  - The President communicates urgent or pressing issues to the Board via telephone and/or email as needed.
- The President's Office is currently assessing an AUO regarding the President's level of communication with the Board. See *5 column model for the President's Office* http://elearn.mtsac.edu/admin/accreditation/midtermdocs.htm

Conclusion

Mt. San Antonio College looks forward to feedback on this Midterm Report from the ACCJC. The college will utilize this feedback to prompt further improvements on campus and to focus discussions prior to beginning its next Self-Study in spring 2008.