GOT EVIDENCE?

MT. SAC
Mt. San Antonio College

"Cliff Notes"

Accreditation

2016

What is Accreditation?

According to the website of our accrediting commission, The Accrediting Commission for Community and Junior Colleges, accreditation is "a […] system of self regulation developed to evaluate overall educational quality and institutional effectiveness."

Accreditation is a process that is a part of the work of all of the constituency groups at Mt. SAC. Administrators, managers, classified, confidential, faculty, and students all work together to ensure that Mt. SAC is a premier college.

Accreditation gives Mt. SAC students the guarantee that their coursework will transfer, that their degrees and certificates will be recognized, and that their financial aid will be available.

Mt. SAC is an institution of excellence and distinction, and that will ensure our pathway to accreditation.

As a part of being accredited, Mt. SAC must show evidence that it works to meet its mission. In other words, we must do as we say we will do. Our decisions must tie back to our mission.

THE MISSION STATEMENT

The mission of Mt. San Antonio College is to support students in achieving their educational goals in an environment of academic excellence.

THE VISION STATEMENT

Mt. SAC strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services.

As a premier community college, we will provide access to quality, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.

CORE VALUES

Integrity: We treat each other honestly, ethically, and responsibly in an atmosphere of trust.

Diversity: We respect and welcome all differences, and we foster equal participation throughout the campus community.

Community Building: We work in responsible partnerships through open communication, caring, and a cooperative spirit.

Student Focus: We address the needs of students and the community in our planning and actions.

Lifelong Learning: We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.

Positive Spirit: We work harmoniously, show compassion, and take pride in our work.

Stemming off of an accepted 2013 midterm report, the college has begun its work toward the 2016 Institutional Self Evaluation. The Accreditation Steering Committee has been working, the Standard Writing Teams have been formed (although there is always room for more members if you are interested!), and the accreditation launch has occurred. There is a strong focus right now on evidence collection, as our campus-wide committees are completing an analysis to see where Mt .SAC stands in relationship to the accreditation standards. Many of you have seen our accreditation t-shirts with our tagline: Excellence and Distinction: Our Pathway to Accreditation. And many of you are wearing your "Got Evidence?" lanyards around campus. Way to show that you support this effort!

By the middle of 2015, the Standard Writing Team drafts will be available for review and input. And we need your input! It is important that all voices are heard in this process, so we cannot wait to hear what you have to say! Once that process is complete, the draft will be put into its final form to be submitted to the accrediting commission. In October of 2016, a visiting team of our peers from other colleges will come to Mt. SAC to validate the statements that we have made in our Institutional Self Evaluation. The visit will last for four days, and the visiting team will provide an exit report in which they give us our commendations and recommendations.

The standard teams have been put together, with all constituencies participating. Management, classified, faculty, confidential, and student leaders have appointed members from their constituency groups to serve on these teams.

STANDARD I.A.: MISSION

Chair: Eric Kaljumagi, Faculty, Learning Assistance

Members: Luisa Howell, Faculty, Foreign Languages
Dielle Danica Kuffel, Student
Art Morales, Classified, Maintenance
Marchelle Nairne-Proulx, Classified, Continuing Education
Adrienne Price, Management, Grants

STANDARD I.B.: ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Chair: Barbara McNeice-Stallard, Manager, Research and Institutional Effectiveness

Members: Lianne Greenlee, Professional Expert, Continuing Education
Carolyn Keys, Manager, Student Life
Annel Medina, Classified, Research and Institutional Effectiveness
Paola Mendoza, Student Trustee
Kate Morales, Classified, Information Technology

STANDARD I.C.: INSTITUTIONAL INTEGRITY

Chair: Tom Edson, Faculty, English and Latin

Members: George Bradshaw, Manager, Admissions and Records
Jemma Blake-Judd, Manager, Technology and Health
Diana Dzib, Classified, Continuing Education
Barbara Gonzalez, Faculty, Learning Assistance
Karelyn Hoover, Manager, Natural Sience
Brian Stone, Classified, Grounds
Paola Mendoza, Student Trustee

Standard II.A.: Instructional Programs

Chair: Jim Jenkins, Manager, Humanities and Social Sciences

Members: Jeff Archibald, Faculty, Communication
             Stacy Bacigalupi, Faculty, Psychology
             Liza Becker, Manager, Continuing Education
             Eva Figueroa, Classified, Tutorial Services
             Jamaika Fowler, Faculty, Counseling
             Daniel Lamoree, Classified, Information Technology
             Desiree Marquez, Supervisor, Financial Aid
             Ayo Osilaja, Student
             Michelle Sampat, Faculty, Learning Assistance
             Maryann Tolano-Leveque, Manager, Honors
             Jeanne-Marie Velickovic, Manager, Humanities and Social Sciences
             Emily Woolery, Faculty, Library and Learning Resources

Standard II.B.: Library and Learning Support Services

Chair: Deb Distante, Faculty, Library

Members: Elizabeth Bravo, Student
             Robin Cash, Classified, Learning Lab
             Meghan Chen, Manager, Library and Learning Resources
             Hong Guo, Faculty, Library
             Peggy Marcy, Classified, Continuing Education
             Bailey Smith, Manager, Library and Learning Resources
             Sandra Weatherilt, Faculty, Family and Consumer Sciences

Standard II.C.: Student Support Services

Chair: Audrey Yamagata Noji, Vice President of Student Services

Members: Madelyn Arballo, Manager, Continuing Education
Debbie Cavion, Manager, Kinesiology and Athletics
Arnita Champion Carter, Classified, Student Services
Tamika Hunter, Classified, Aspire Program
Tom Mauch, Manager, Counseling
Chong Hee Min, Classified, Admissions and Records
Ariana Rivera, Student
Maria Tsai, Classified, Research and Institutional Effectiveness

Standard III.A.: Human Resources

Chair: James Czaja, Vice President of Human Resources

Members: Lisa DiDonato, Classified, Research and Institutional Effectiveness
Joanne Franco, Confidential, Human Resources
Nancy Gordien, Confidential, Human Resources
Stacey Gutierrez, Manager, Professional and Organizational Development
Cynthia Hoover, Manager, Human Resources
Lorraine Jones, Manager, Human Resources
Johnny Jauregui, Classified, Grounds
Dielle Danica Kuffel, Student
Beta Meyer, Faculty, Biological Sciences
Bill Rawlings, Classified, Information Technology

Standard III.B.: Physical Resources

Chair: Gary Nellesen, Manager, Facilities

Members: Joe Jennum, Manager, Kinesiology and Dance
Eric Kaljumagi, Faculty, Learning Assistance
Anthony Kelly, Supervisor, Public Safety
Sue Long, Manager, Arts

Members: Jonnatthan Ortez, Student
Beth Quinlan, Classified, Administrative Services
Karen Saldana, Manager, Safety and Risk Management

STANDARD III.C.: TECHNOLOGY RESOURCES

Chair: Vic Belinski, Manager, Information Technology

Members: David Charbonneau, Manager, Humanities and Social Sciences
Tony Gallardo, Classified, Continuing Education
Bob Hughes, Manager, Information Technology
Samson Lam, Classified, Maintenance
Tanner Naas, Student
Chris Schroeder, Manager, Information Technology
Robert Stubbe, Classified, Information Technology
Dale Vickers, Manager, Information Technology
Carol Webster, Classified, Distance Learning
Vic Zamora, Faculty, Computer Information Systems

STANDARD III.D.: FINANCIAL RESOURCES

Chair: Rosa Royce, Manager, Fiscal Services

Members: Fernando Aguayo, Student
Mark Fernandez, Classified, Information Technology
Mike Gregoryk, Vice President of Administrative Services
Grace Hanson, Manager, Disabled Student Programs and Services
Elizabeth Jauregui, Classified, Fiscal Services
Richard McGowan, Faculty, Continuing Education
Justin Ott, Classified, Grounds
Martin Ramey, Faculty, Paralegal
Michelle Williams, Classified, Payroll

Standard IV.A.: Decision-Making Roles and Processes

Chair: Lance Heard

Members: Matt Judd, Manager, Natural Sciences
Manny Marquez, Classified, Grounds
Deejay Santiago, Classified, Continuing Education
Dan Smith, Faculty, Commercial and Entertainment Arts
Melissa Villa, Student

Standard IV.B.: Chief Executive Officer

Chair: Sandra Bollier, Classified, Financial Aid

Members: Michelle Grimes-Hillman, Faculty, Psychology
Joumanna McGowan, Manager, Business
Christopher Nguyen, Student
Donald Sciore, Interim Manager, Arts Division
Dan Smith, Faculty, Commercial and Entertainment Arts
Randy Smith, Classified, Commercial and Entertainment Arts

Standard IV.C.: Governing Board

Chair: Donna Burns, Manager, Continuing Education

Members: LeAnn Garrett, Faculty, Library and Learning Resources
Jennifer Galbraith, Manager, Business
John Lewallen, Classified, Marketing and Public Relations
Carol Nelson, Classified, President's Office
Christopher Nguyen, Student
Cason Smith, Classified, Technical Services
Jack Tayag, Classified, Custodial Services
Lina Soto, Faculty, Counseling
President's Advisory Council
Student Preparation and Success Council

The new eligibility requirements standards are here! The revisions began in November of 2011, and the eligibility requirements and standards were adopted by the accrediting commission at its June 2014 meeting. The process of revision was vigorous, and all participating schools and colleges were invited to give feedback when the standards were in draft form.

1. Authority

   The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. Operational Status

   The institution is operational, with students actively pursuing its degree programs.

3. Degrees

   A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

4. Chief Executive Officer

   The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to

4. Chief Executive Officer (Continued)

administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

6. Mission

   The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

7. Governing Board

   The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

8. Administrative Capacity

   The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

9. Educational Programs

   The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

10. Academic Credit

    The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

11. Student Learning and Student Achievement

    The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

13. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

14. Faculty

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long- term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

19. Institutional Planning and Evaluation

20.The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for

improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re- evaluation. (Standard I.B.9 and I.C.3)

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications where Other Policies may be Found (Standard I.C.2)

21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

As a result of the October 2010 visit, the team made the following commendations and recommendations. To clarify, these recommendations were based on the standards that were used prior to the 2014 revisions.

Commendations:

1. The team commends the college for its academic approval and quality control committees, policies, and achievements. The college, through these policies and practices, demonstrates an intense focus on quality courses and delivery systems. Committees such as the Educational Design Council (EDC) have highly impressive processes and values that insist on an integrated curriculum of the finest quality.

2. The team commends the college for including academic and student services planning and assessment in its comprehensive Planning for Institutional Effectiveness (PIE) process. The linkages between planning and budgeting are evidenced by dialog and successful collaboration.

3. The team commends the college for its many publications and other communication vehicles that have been deployed to move the campus forward on issues regarding academic quality.

4. The team commends the college for thoughtful fiscal planning in incredibly difficult times, resulting in a solid financial position.

5. The team commends the college for excellent and innovative programs that recruit, orient, and prepare students for college success. In addition, the college commitment continues with support services including library and learning support services. The data demonstrate real progress in student success and retention of students who are academically at risk.
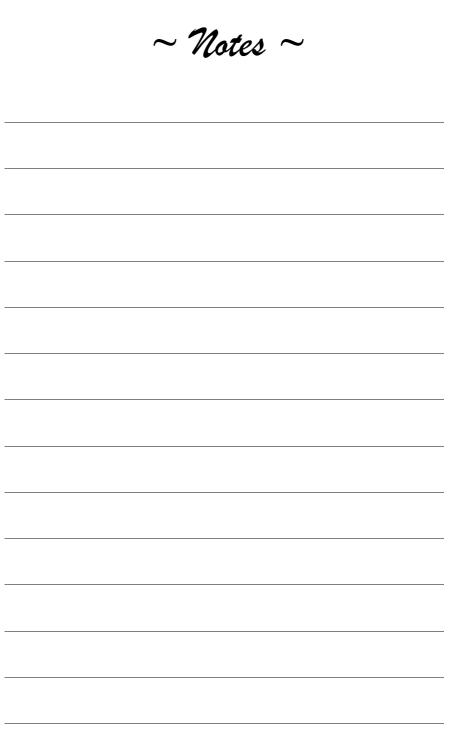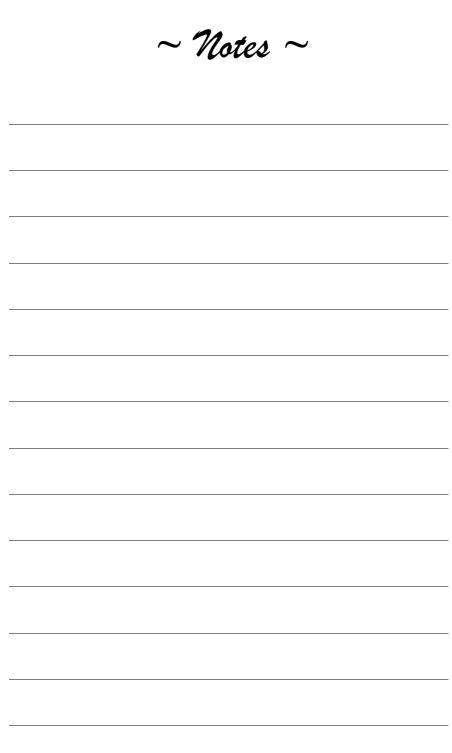
Recommendations

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

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

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

4. The team recommends that the college review and clarify its student learning assessment terminology to alleviate potential confusion involving "measurable outcomes" and "student learning outcomes." By comprehensively assessing what the college refers to as

"measurable outcomes," students and faculty could better understand assessment outcomes. The team also recommends that outcomes should be more easily accessible to students. (IIA.1.c; IIA.2.e,f, IIA.1.6)

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

Did you Know?

Accreditation is about **YOU!** Mt. SAC would not be a premier college without the dedication and the work of each and every one of you. Thank you for all you contribute to this college for our students.

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Accreditation Steering Committee Membership:

Irene M. Malmgren, Co-Chair	Accreditation Liaison Officer
Kristina Allende, Co-Chair, Faculty	Academic Senate
Stacy Bacigalupi, Faculty	Outcomes Co-Coordinator
Vic Belinski, Manager	Management
Sandra Bollier, Classified	CSEA 262
Donna Burns, Manager	Management
James Czaja, Manager	Management
Lance Heard, Faculty	Faculty Association
Johnny Jauregui, Classified	CSEA 651
Barbara McNeice-Stallard, Manager	Management
Deejay Santiago, Classified	Classified Senate
Dan Smith, Faculty	Academic Senate
Emily Woolery, Faculty	Outcomes Co-Coordinator
Audrey Yamagata-Noji, Manager	Management
Grace Hanson, Manager	Alternate
Bob Hughes, Manager	Alternate
Lianne Greenlee, Professional Expert	Guest
Laura Martinez, Confidential	Recorder

Webpages:

2016 Accreditation Webpage:
http://www.mtsac.edu/administration/accreditation/2016/self-study.html
Accreditation Steering Committee Webpage:
http://www.mtsac.edu/governance/committees/accreditation/index.html