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	TOPIC	UPDATES/DISCUSSION	OUTCOME/ACTION
1.	Welcome Back	• Quick Check-In.	
2.	Agenda Review	• Reviewed.	
3.	Review of March 1st, Minutes	• Reviewed. Add sharing our story at the bottom of the agendas and minutes. #7 - fix typo of DEISA+. Motion to approve the minutes with the above changes made by L. Greenlee, second by A. Frickert, motion passes.	Approved with edits.
4.	Annual Report	• The Annual Report tour: ASC is the last stop, it has gone through IEC, PAC, and now ASC. • Enrollment data for the past three years.	

Sharing Our Story

General Information

1. Confirm college name:

   Mt. San Antonio College

2. Name of individual preparing report:

   Patricia Quinones

3. Phone number of person preparing report:

   909-274-4109

4. E-mail of person preparing report:

   pquinones@mtsac.edu

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

   For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

   2020-21: 48967   2021-22: 62325   2022-23: 65453

   5a. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

   5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

- If the information provided is more than +/- 50% then we must provide additional data.

Enrollment Data: Distance Education

7. Do you offer Distance Education?   Yes ✔ No

   If you answered no, skip to question 8.

   7a. Total unduplicated headcount enrollment in distance education in the last three years:

   Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

   2020-21: 39433   2021-22: 29869   2022-23: 27790

   7b. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

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- Institution-Set Standards (ISS):

Federal Data

9. List the current Graduation Rate per the US Education Department College Scorecard: `38` %

The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

10. If your college relies on another source for reporting success metrics, please identify the source **(select one)**.
   - ○ CCCCO Student Success Metrics dashboard
   - ○ Student Achievement Measure (SAM)
   - ○ Voluntary Framework of Accountability (AACC)
   - ● College established dashboard
   - ○ Other _____ (type in option)
   - ○ N/A

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions. This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

`https://www.mtsac.edu/research/ie-data.html`

Institution-Set Standards: Course Completion
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2020-21	2021-22	2022-23
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	71 %	71 %	71 %
12b. List your stretch goal (aspirational) for successful student course completion rate:	78 %	78 %	78 %
12c. List the actual successful student course completion rate:	68.7 %	68.4 %	70.3 %

Institution-Set Standards: Certificates
For the purposes of the Annual Report, report only certificate awards for 16 or more units.

13. Type of Institute-set standard for certificates: (Please select one option from the menu):
   - ● Number of certificates
   - ○ Percent of headcount
   - ○ Number-other
   - ○ Percent-other

If Number-other or Percent-other, please describe:

	2020-21	2021-22	2022-23
13a. List your Institution-Set Standard (floor) for certificates:	646	646	646
13b. List your stretch goal (aspirational) for certificates:	866	866	866
13c. List actual number or percentage of certificates:	513	790	909

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees: (Please select one option from the menu):
   - ● Number of degrees
   - ○ Percent of headcount
   - ○ Number-other
   - ○ Percent-other

If Number-other or Percent-other, please describe:

	2020-21	2021-22	2022-23
14a. List your Institution-Set Standard (floor) for associate degrees:	3223	3223	3223

- Have we seen the course completion rate change post AB705? It's stable. AB705 could impact it but an educated guess is that it would have a very minor impact.

	2020-21	2021-22	2022-23
14b. List your stretch goal (aspirational) for associate degrees:	4316	4316	4316
14c. List actual number or percentage of associate degrees:	3997	3793	3489

- Not sure we want to change our goal until we confirm that this is or isn't due to the pandemic.
- It's possible that students were close to completing their certificate but couldn't get the last course or two and then once the pandemic was over, they were able to complete their certificate.
- Could we move the institution set floor instead, not the goal?
- This is a good point that we can take back to IEC and look at the data before we change anything.
- Do we know when students started their certificate?
- When we calculated these, we took a five-year average.
- If we have more certificates available, then there will be an increase in the completion.
- These numbers do not include noncredit.
- The 22-23 ISS is at 3,223; stretch goal is at 4,316; and the actual is 3,489.
- 20-21 we could not offer all our courses. So, the completion rate for the next several years could be affected.
- Wouldn't be surprised that for 23-24, we start to see an increase.
- Transfer numbers:

	2020-21	2021-22	2022-23
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2014	2014	2014
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2918	2918	2918
17c. List actual number or percentage of students who transfer to a 4-year college/university:	2466	2223	1968*

- The below programs are programs that students who need a license to qualify for work in the field.

and where there were at least 10 students who completed the program in the designated year.

Program	Exam Type	ISS	Stretch Goal	2020-21 pass rate (%)	2021-22 pass rate (%)	2022-23 pass rate (%)
Aviation Maintenance	National	93%	99%	96%	83%	100%
CNA	State	100%	100%	100%	100%	100%
Emergency Medical Technician	National	90%	100%	100%	89%	89%
Nursing	State	75%	100%	98%	99%	Pending
Paramedic	State	90%	100%	92%	100%	93%
Psychiatric Technician	State	90%	100%	94%	89%	93%
Radiologic Technician	National	75%	100%	95%	81%	88%
Registered Vet Technician	National	72%	95%	91%	100%	97%
Respiratory Therapist	National	80%	100%	100%	100%	94%
Welding	Other	75%	85%	55%	50%	54%

- We don't know what the different program exams look like. We believe that it's a hands-on test.

Program	Institution set standard (%) Floor	Stretch (Aspirational) Goal %	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	
Accounting AS Degree	89%	94%	27%	8%	
Accounting Certificate	67%	83%	33%	0%	
Addiction Counseling	78%	89%	N/A	N/A	
Administration of Justice AA	96%	98%	29%	11%	
Administration of Justice AS	59%	84%	19%	10%	
Aircraft Powerplant Maintenance Techology	78%	89%	N/A	N/A	
Airframe and Aircraft Powerplant Maintenance Technology	78%	89%	N/A	N/A	
Air Conditioning and Refrigeration AS Degree	100%	100%	29%	17%	
Air Condition & Refrig Cert	29%	90%	NA	28%	
Alcohol/Drug Counseling Cert	35%	95%	33%	NA in 2022 survey response	N/
Animation AS Degree	67%	78%	22%	30%	
Aviation Science	75%	88%	14%	8%	
Big Data Analytics	50%	89%	N/A	N/A	
Business Administration	77%	89%	15%	21%	
Business Management AS Degree	100%	100%	23%	45%	
Child Development AS Degree	75%	88%	25%	40%	
Child Development - Level I	78%	89%	N/A	N/A	
Child Development - Level II	78%	89%	N/A	N/A	

- This information is difficult to obtain, this is information we try to obtain after the students have graduated.

Program					
Fire Technology AS	100%	100%	44%	12%	60%
Fire Technology Certificate	100%	100%	31%	20%	50%
Histologic Technician Training AS	92%	96%	36%	22%	57%
Hospitality & Restaurant Management	50%	59%	14%	9%	100%
Human Resources Management	75%	88%	50%	14%	NA in 2023 survey respo
Industrial Design Engineering	78%	89%	N/A	N/A	100%
Journalism AA	75%	88%	13%	19%	100%
Lib Arts AA: Business	22%	60%	25%	14%	73%
Marketing Management	78%	89%	N/A	N/A	100%
Mental Health Tech - Psychiatric Technician	78%	89%	N/A	N/A	0%
Nursing AS Degree	95%	97%	30%	18%	69%
Nutrition Certificate	65%	89%	N/A	N/A	100%
Nutrition and Dietetics	8%	16%	0%	8%	0%
Paralegal/Legal Assistant	100%	100%	23%	28%	91%
Pilates Professional Teacher Training: Cadillac, Chair, Auxiliary	78%	89%	50%	75%	100%
Radiologic Technology AS Degree	100%	100%	17%	16%	43%
Registered Veterinary Technology AS	91%	96%	33%	29%	75%
Respiratory Therapy AS	94%	97%	29%	46%	33%
Sign Lang/Interpreting AS Deg	100%	100%	100%	27%	100%
Small Business Management	78%	89%	N/A	N/A	100%
Programs reported for the first time		**Pending Approval**			
Accounting - Financial Planning	78%	89%	N/A	N/A	100%
Agriculture Plant Science	78%	89%	N/A	N/A	0%
Audio Arts	78%	89%	N/A	N/A	100%
Computer and Networking Technology	78%	89%	N/A	N/A	50%
Drone Camera Operator	78%	89%	N/A	N/A	100%
Graphic Design Level II	78%	89%	N/A	N/A	100%
Horse Ranch Management	78%	89%	N/A	N/A	100%
Horticulture Science	78%	89%	N/A	N/A	100%
Interior Design	78%	89%	N/A	N/A	50%
Interior Design - Level II	78%	89%	N/A	N/A	100%
Landscape and Park Maintenance	78%	89%	N/A	N/A	100%
Landscape and Design - Level I	78%	89%	N/A	N/A	0%
Photography	78%	89%	N/A	N/A	0%

- One of the IEC's functions is to make recommendations about how we meet our mission.
- There will be some additional discussions in IEC on this data. We need to look at this data more closely to see how that might inform planning.

		• IEC doesn't make decisions but makes recommendations.	
5.	Creation of Programmatic Accreditation Reporting Process	• Elements needed annually for ER21 and Annual Report. • What elements from the new standards need to be in the new catalog? • A more systematic process for gathering this information is needed. • Last year there were a couple of times where programs were going through their accreditation, which we could have helped more with, if we had been informed earlier. • The programs didn't realize that they could reach out for assistance, especially with data. • We're working on a process for this so that it's more systematic. Also, we are working to keep data online more current.	
6.	Accreditation Visit/Process Feedback – Develop Lessons Learned	• In 2010 when we were struggling with how to proceed with accreditation questions, the Lessons Learned document assisted us. • We continue to modify the process. Sometimes we need to change it because of ACCJC, but there are times when we need to make a change for internal reasons. • Lastly, we had about 65 respondents to the QFE. • Should we put the survey back out? At this point, will people remember their experience? • In the last process, we had 75 respondents and 5 accreditation focus groups. • Research put the QFE together for us.	

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Communication	
Strengths	• Thought information was communicated effectively • Communication and continuous meetings about the status of the report were helpful • Report was available in draft form along the way • Shirt, slogans and charts helped • Lots of communication including department staff meetings • Information sessions were positive
Weaknesses	• Needed more clarity on deadlines • Directives not clear (changed throughout the process) • A few mentioned they did not know who to communicate with • Needed clarity on amount of time to allocate to accreditation vs. other job responsibilities • Some were involved and uninformed • Some details were neglected • Writers would have liked more feedback • Better communication is needed • More information on expectations • Would have liked a communication tool dedicated for the team

Support/Training	
Strengths	• Training was adequate/effective • Mock interviews for the site visit were helpful • Flex prep sessions were helpful • Mostly, it got me comfortable with the idea and made us prepare • Hearing from coworkers who served on other teams was informative and helped me refine my responses in a more helpful way • Received individual help

Recommendations	
All recommendations	**Team** • Have back up and redundancy on teams (including suggestion to have two groups- evidence collectors and outlines), clarify roles • Use pairs or just one person for writing rather than whole team • Make up of teams should include individuals with direct experience • Present project as open to everyone so people can contribute their strengths • Should use the on campus Writing Center for help with rhetorical purpose, editing, and writing • Consider having a few 'experts' that can hold information sessions and answer questions for those interested. Subjects such as: how to research and collect data. Proper storage of PDFs and evidence on Smartsheet. Having standard process where team members can place evidence (no Drop Box) • Have a team lead/department lead write the first draft of the section/outline • Chairs need more training up front or at least this chair. One member of the team had trouble being excused from duties by their manager- should not have been in that situation, managers need to understand how critical participation is • Encourage members to attend ACCJC training or go on site visits • Possibly just use students as consultants rather than team members **Timing** • Need more time at the end of the process for editing/designing/formatting and printing (final document was longer than expected) • Start early? Have our report ready six months or more beforehand, then do updates

- Do we want to create a new Lessons Learned for the next accreditation process?
- This document was used by the core team.
- It was helpful in the beginning of the process.
- What does ASC want to do? And what would it look like?
- What does the current data look like?
- Can we discuss the focus group pieces here?
- We could host a focus group with the weaving and finishing teams but am not sure that will help with the information we are looking for.

- Formal feedback has not been completed yet.
- The Lessons Learned was helpful, we should create one for this visit.
- This time was a different process. Although the information was good, it didn't help us with everything.
- Will the mid-term report match up with the previous standards? Or will they match up with the new standards?
- This process has shifted, and it shifted while we were working on our ISER.
- The mid-term will still be a follow-up from our last ISER. After that, we will switch to the new standards in our next ISER.
- Having experienced a visit with the old standards will be different than the process that schools will now have to go through with the new standards.
- Once we're in the cycle we stay in it. But if they're asking us to address the new standards, we need to research this to see what they will want us to meet.
- The new mid-term report (downloadable)

Contents

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

[Insert narrative response (and visuals, if appropriate).]

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

[Insert narrative response (and visuals, if appropriate).]

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

[Insert narrative response (and visuals, if appropriate).]

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		• The new standards are more streamlined, but they are still aligned with serving students, budget, etc. • Perhaps we want to look at strategies for moving forward, rather than looking back at lessons learned? • We can look at the survey and gather our lessons learned. Then we can keep the applicable items and not spend so much energy there. • We should also look at the items we have challenges with. • This info is never going to be captured by a survey. • We should continue to seek ways to garner feedback. We represent groups and should bring that feedback to this committee. • We need to capture our experience to improve the experience next time.	
7.	Core Inquiry Updates	• RSI Task Force: • At the request of Dr. Garcia, the Senate formed a task force to come up with faculty recommendations. They have met several times and come up with a set of recommendations. Additionally, they researched what other colleges were doing and mirrored them. • This will go to the full Senate next week. Hopefully, it passes and gets to Dr. Garcia in time for our recommendation to go through before the Board Report. • The speed of the work getting done is incredible. • Governance Handbook Task Force: • There was an Academic Senate task force that took place first that made some recommendations about the need for revision on participatory governance. In the ISER we knew that this area needed to be worked on. • The charge was to look at other governance handbooks. Create a methodology as well as tools for the evaluation of the process.	

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		• We are now working on a draft, that we hope to present to PAC at the end of the semester. • Possible revisions to some of the APs, and recommendations in other areas that we find gaps in, will be forthcoming. • The task force will meet weekly so that we can move this forward.	
8.	Implementation of the QFE	• Topic 1: Outcomes (IEPI Update) • We've been doing a lot of work. Updated the SLO process in Nuventive. • The updates have been shared with faculty and IEC. • Updated the outcomes logo and created a worksheet to guide departments through their SLO work. • The worksheet will help anyone who needs guidance through the process or anyone new to the process. It adds guiding questions about the data. • The worksheet can also be used as a document for PIE. • Departments can use it to apply for the President's Award. Each year one of the awards will be for ILO focus. • Also, we want to celebrate student success. Hopefully, in the Fall we will have a student success celebration. And have students set up tables showcasing their work. • Collaboration with Student Services is needed so that we can do a better job of documenting Student Service related outcomes. • IEPI PRT has given us money, and we are hoping to extend the period for spending until next June. We would like to use the funds for events on campus. • Also, there is a conference that the team is excited to attend next month. • PLOs are next. We now need to apply the new processes to PLOs. Our guiding document is a Beta	

		• version, once we go through the process with PLOs, we may make modifications. • We focused on ILOs this year. There is one ILO that SCE focuses on. We will start with this ILO because they have done such good work with it. • Topic 2: Program Review (IEC & PIE Update) • Lianne was recently appointed as the third co-chair of IEC. • IEC will make recommendations to PIE. • We are thinking about program review shifting away from resource requests and focusing on the data, then looking at resource needs afterward. • We hope the work improves efficiency.	
9.	Review New Policy on Social Justice (in groups)	• Tabled until the next meeting.	
10.	ACCJC Conference – Poster Session Presentation	• Tabled until the next meeting.	
11.	SCE Update (Minerva)	• ACS WASC Update: Our virtual visit is 4/22-4/24. There is a lot of organizing and planning. • We will give a virtual tour of the school. • Including a video stream of some of the classes while in session. • We are confirming with partners about the virtual meeting, sending Zoom links, deciding who will welcome and start the meeting then stepping out so that they can speak to the group they are meeting with. • Are there any open meetings that ASC can attend in support of your accreditation? Yes, tentatively it will be at 12:30 pm, on the 24th.	
12.	Questions and Announcements		

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13.	Thank you!		
Parking Lot/Upcoming Topics: ● MAY – ACCJC New 2024 Standards alignment to Governance Committees.	**Future meetings**: May 3rd, and June 7th.		**Standing Information:** Accreditation Website Acronym List