

Mt. San Jacinto College

Midterm Report

for Reaffirmation of Accreditation

October 2014

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges



San Jacinto



Menifee



Temecula



San Gorgonio Pass

INSTITUTIONAL REPORT

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT

Midterm Report for Reaffirmation of Accreditation

Prepared and submitted by:

Mt. San Jacinto Community College District
1499 N. State Street
San Jacinto, California 92583

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2014

MIDTERM REPORT – CERTIFICATION

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

From:

Dr. Roger W. Schultz
Mt. San Jacinto Community College District
1499 N. State Street, San Jacinto, California 92583

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


Signatures:



Dr. Roger W. Schultz (Chief Executive Officer) 10/9/14 (Date)




Ann Motte (Chairperson, Governing Board) 10/9/14 (Date)



Lorraine Slattery-Farrell (Executive Senate President) 10/9/14 (Date)



Dawn Bridge (President, Classified Senate) 10/9/14 (Date)



Rebecca Teague (Associate Dean, Institutional Effectiveness
Planning and Grants/Accreditation Liaison Officer) 10/9/14 (Date)

Table of Contents

Cover Sheet	1
Certification of Institutional Midterm Report.....	3
Statement on Report Preparation.....	5
Response to the Commission Letter 2011 Recommendations	9
Recommendation 1: Mission Statement.....	9
Recommendation 2: Sustainability of Integrated Planning and Decision Processes.....	13
Recommendation 3: Student Learning Outcomes and Assessment.....	21
Recommendation 4: Identify and Address Gaps in Student Outcomes	32
Recommendation 5: Allocation of Human Resources.....	36
Report on Improvement Plans	40
Appendix A: Evidence.....	68
Recommendation 1	68
Recommendation 2	71
Recommendation 3	77
Recommendation 4	81
Recommendation 5	85

Statement on Report Preparation

Immediately following confirmation from the ACCJC that the institution's March 2013 Follow-Up Report had been received and accepted, Mt. San Jacinto College began working with key administrative, faculty and classified leadership to develop a new strategic timeline for the completion of the college's Midterm Report. The Follow-Up Report, dated March 15, 2013 noted that Mt. San Jacinto College had resolved all of the recommendations outlined by the Self Study Evaluation Team Report. As a result, the Midterm Report summarizes the college's ongoing efforts, dialog and contributions over the accreditation cycle, giving special attention to the work being completed to sustain the progress and processes instituted by the college.

Since reaffirming accreditation, Mt. San Jacinto College has relied on the district's Accreditation Steering Committee to provide a comprehensive summary of the college's progress over the three-year accreditation cycle. Additionally, the committee is used to highlight the continued sustained progress and institutional improvements made since the Self Evaluation and Follow-Up Report. Initially the Accreditation Steering Committee met on a monthly basis and then moved to a quarterly calendar given the sustained improvements related to the five recommendations.

The Steering Committee met in early fall 2013 and continued to meet on a regular basis throughout the academic year. The committee discussed the timeline for report completion and was provided various assignments including building outlines, reviewing writing templates, gathering key evidence and support, and reviewing and providing status updates regarding the college's improvement plans (formally known as planning agendas). Committee members were assigned specific roles and responsibilities for completing each task. The college also utilized the existing shared governance structure, committees and ad-hoc groups to intentionally validate efforts related to the recommendations. The district tasked several specific committees and ad-hoc groups, because of their charges, to provide leadership in providing status updates regarding the five recommendations. Specifically tasked were the following groups: College Council, Accreditation Steering Committee, Institutional Planning Committee, Institutional Program Review Committee, Assessment Council, Budget Committee, Research Committee, Human Resources, Office of Institutional Effectiveness and Planning and Research, Academic Senate, Classified Senate, Student Government Association, Mission, Vision and Values Task Force, and Executive Cabinet. The Midterm Report validates the actions, progress, and outcomes that have been accomplished as a result of the concerted effort of these groups to fully meet the ACCJC Standards and maintain compliance.

In summer 2014, the ALO collected and organized the data from the field in order to compose and edit the Midterm Report draft. In September 2014 the final Midterm Report was reviewed by the Executive Cabinet, shared governance committee chairs, Accreditation Steering Committee members, and the college community at large. Comments and corrections were then reviewed by and integrated into the document by the ALO. The Board of Trustees received the report for initial review in September 2014. In October 2014, the Board of Trustees approved the submission of the Midterm Report to the ACCJC.

Midterm Report Committee Members

Accreditation Steering Committee

Bill Vincent (Co-Chair) – Vice President of Student Services and Instruction
Richard Sisk (Co-Chair) – Faculty, English
Rebecca Teague – Associate Dean of Institutional Effectiveness, Planning & Grants/ALO (Co-Chair)
Ted Blake – Faculty, Learning Resource Center Coordinator
Marcus Castellanos – Telecommunications Network Coordinator
Marlene Cvetko – Faculty, Learning Skills Program,
Alex Cuatok – Faculty, Student Success Coordinator
Becky Elam – Vice President of Business Services
Wade Ellis – (Interim) Dean of Business Services
Fred Frontino – DSPS Alternate Media Specialist
Kristen Grimes – Administrative Associate III
Nik Mesaris – (Interim) Director of Research and Planning
Janet McCurdy – Coordinator, Transfer and Articulation
Victor Compton - (Interim) Vice President of Human Resources
Roger Schultz – Superintendent/President
Karin Marriott – Director of Public Information and Marketing
Teri Sisco – Associate Dean of Procurement and General Services
Tom Spillman – Dean of Student Services, Counseling
Richard Rowley – Dean of Instruction, Humanities
Tatiana Somers – Faculty, Counseling
Brian Orlauski – Dean of Information Technology
Carlos Tovares – Dean of Instruction, Academic Programs, San Jacinto Campus
Micah Orloff – (Interim) Dean of Instruction, Library and Technology
Joyce Johnson – Dean of Instruction, Career and Technical Education
Joanna Quejada – Dean of Student Services, Student Development
Jennifer Marrs – Executive Assistant to the Vice President of Business Services
Jill Lanphere – Executive Assistant to the Vice President of Instruction

College Council

Roger Schultz – Superintendent/President (Chair)

Becky Elam – Vice President of Business Services
Bill Vincent - Vice President of Student Services and Instruction
Melissa Kane – (Interim) Vice President of Human Resources
Michael Fleming – Faculty, Communications
Stacey Searl-Chapin – Faculty, Political Science
Karen Cranney – Faculty, Counseling
Elaine Eshom – Clerical Assistant III
Dawn Bridge – Administrative Associate III
Edward Saucedo – Campus Safety Officer II
Cynthia Wagner - SGA President
Kesia Crawford - SGA Vice President
Kristen Grimes – Administrative Associate III (recorder)

Institutional Planning Committee

Roger Schultz - Superintendent/President (Chair)
Glenn Stevenson – Faculty, Computer Information Systems
Michael Fleming - Faculty, Communications
John Seed – Faculty, Art
Paul Hert – Faculty, Math
Elaine Eshom – Clerical Assistant III
Jared Davis – Student Services Assistant III
Marcus Castellanos - Telecommunications Network Coordinator
Justin Bennett – Supervisor, Network Technology
Esmeralda Casillas - Student
Katherine Hayes - Student
Kenneth Prado - Student
Bill Vincent - Vice President of Student Services
Carlos Tovares – Dean of Instruction, Academic Programs
Becky Elam - Vice President of Business Services
Rebecca Teague - Associate Dean of Institutional Effectiveness, Planning & Grants/ALO
Nik Mesaris – (Interim) Director of Research and Planning
Brandon Moore – (Interim) Dean of Instruction, Math and Science, Menifee Valley Campus
Melissa Kane – (Interim) Vice President of Human Resources

Brian Orlauski - Dean of Information Technology
Fred Frontino - DSPS Alternate Media Specialist

Institutional Program Review

Patrick Schwerdtfeger – (Interim) Vice President of Instruction Services (Co-chair)
Paul Hert - Faculty, Faculty Assessment Coordinator (Co-chair)
Laura Gibson – Faculty, Nursing
Carlos Tovares - Dean of Instruction, Academic Programs
Bobby Avila – Faculty, Math
Tina Vandewater – Clerical Assistant IV
Staci Ferris – Administrative Associate III
Rich Rowley – Dean of Instruction, Humanities,
Crystal Anthony – Faculty, STEM Instructional Activities Coordinator
Lynn Mann – Instructional Department Specialist
Joyce Johnson – Dean of Instruction, Career and Technical Education
Gloria Sanchez – Faculty, Accounting
Kaye Melsheimer – Instructional Aide II
Cynthia Prentice – Administrative Associate III
Raelene Brooks – Faculty, Nursing
Hal Edghill – Instructional Aide II
Kathleen Winston – Dean of Instruction, Nursing and Allied Health
Janice Levasseur – Faculty, Supplemental Instruction Coordinator
Maria Aquino – Tutorial Services Specialist
Micah Orloff – (Interim) Dean of Instruction, Library and Technology
Alex Cuatok – Faculty, Student Success Coordinator
Tatiana Somers – Faculty, Counseling
Ashley Garcia – Student
Salena Paez – Clerical Assistant IV
Cheri Naish – Director of Enrollment Services
Susan Loomis – Associate Dean, Enrollment Services
Joanna Quejada – Dean of Student Services, Student Development
Diane Morales – Facilities Support Specialist
Fred Frontino - DSPS Alternate Media Specialist
Jennifer Marrs – Executive Assistant to the Vice President of Business Services
Betty Williams – Human Resource Analyst
Nik Mesaris – (Interim) Director of Research and Planning
Marlene Cvetko – Faculty, Learning Skills Program

Janet McCurdy – Coordinator, Transfer and Articulation
Angela Seavey – Class Scheduler and Information Specialist
Brandon Moore – (Interim) Dean of Instruction, Math and Science, Menifee Valley Campus
Regina Howard – Supervisor, Institutional Effectiveness, Planning & Grants
Rebecca Teague - Associate Dean of Institutional Effectiveness, Planning & Grants/ALO
Tennille Lambert – Faculty, Dance
Steve Runner – Printing Supervisor
Susan Farrington – Faculty, Nursing
Victor Compton – (Interim) Vice President of Human Resources
Patricia Howell – Associate Dean of Human Resources
Kristi DiMemmo – (Interim) Associate Dean of Academic Programs, San Jacinto Campus
Wade Ellis – (Interim) Dean of Business Services

Budget Committee

Becky Elam - Vice President of Business Services (Co-Chair)
Michael Welden – Faculty, Math (Co-Chair)
Victor Compton – (Interim) Vice President of Human Resources
Bill Vincent - Vice President of Student Services
Wade Ellis – (Interim) Dean of Business Services
Micah Orloff – (Interim) Dean of Instruction, Library and Technology
Ted Blake – Faculty, Learning Resource Center Coordinator
Elias Escamilla – Faculty, Counseling
Elisabeth Anghel – Faculty, Library Science
Jennifer Pickens – Instructional Aide III
Kathy Ponio – Administrative Associate III
Steven Sanchez – Student
Matt Payne – Student

Research Committee

Alex Cuatok – Faculty, Student Success Coordinator
Alma Ramirez – Faculty, Reading/English
Bahram Sherkat – Faculty, Math
Bill Vincent – Vice President of Student Services

Brandon Moore – (Interim) Dean of Instruction,
Math and Science, Menifee Valley Campus
Janice Levasseur – Faculty, Supplemental
Instruction Coordinator
Patrick Schwerdtfeger – (Interim) Vice
President of Instruction Services
Rebecca Teague - Associate Dean,
Planning/Institutional Effectiveness/Grants
Regina Howard - Supervisor, Institutional
Effectiveness, Planning & Research
Rhonda Nishimoto – Faculty, Multimedia
Ted Blake – Faculty, English Learning Center
Coordinator
Wesley Klein – (Interim) Research Analyst

Assessment Committee

Alex Cuatok – Faculty, Student Success
Coordinator
Bil Bergin – Faculty, Computer Information
Systems
Bill Vincent – Vice President of Student Services
Brandon Moore – (Interim) Dean of Instruction,
Math and Science, Menifee Valley Campus
Carlos Tovares, Dean of Instruction, Academic
Programs, San Jacinto Campus
Evelyn Menz – Faculty, Learning Resource Center
Coordinator
Glenn Stevenson – Faculty, Computer Information
Systems

Joanna Quejada – Dean of Student Services,
Student Development
Nik Mesaris – (Interim) Director of Research and
Planning (Chair)
Jill Lanphere – Executive Assistant to the Vice
President of Instruction
Joyce Johnson – Dean of Instruction, Career
Education
Kristi DiMemmo – (Interim) Dean of Instruction,
Academic Programs, San Jacinto Campus
Laura Gibson – Faculty, Nursing
Lorraine Slattery-Farrell – Faculty, Child
Development & Education
Nik Mesaris – (Interim) Director of Research
and Planning
Patrick Schwerdtfeger – (Interim) Vice
President of Instruction Services
Paul Hendry – Faculty, English
Paul Hert - Faculty, Instruction Assessment
Coordinator
Rebecca Teague – Associate Dean of
Institutional Effectiveness, Planning, &
Grants/ALO
Regina Howard - Supervisor, Institutional
Effectiveness, Planning, & Grants
Richard Kandus – Faculty, Psychology
Richard Rowley – Dean of Instruction,
Humanities
Stacey Searl-Chapin – Faculty, Political Science
Yula Flournoy – Faculty, English

Response to the Commission Letter

Recommendations

The Self Evaluation Team offered five recommendations for ongoing institutional improvement in light of the ACCJC Standards. As outlined in the Statement on Report Preparation, the 2013 Follow-Up Report submitted by Mt. San Jacinto College demonstrated and provided clear evidentiary support that the district had in fact adequately resolved all five recommendations outlined by the evaluation team.

The following Midterm Report responses to the Commission letter recommendations will (1) provide a brief summary of the institution's resolutions to the five recommendations as outlined in the 2013 Follow-Up Report and (2) provide an update highlighting the sustainable and continuous improvements and sustained progression and advancement of the district relative to each particular recommendation at the midpoint of the college's six-year accreditation cycle.

Recommendation 1: Mission Statement

In order to meet the standard, the team recommends that the college institutionalize the regular review and revision of the mission statement and assess how well the institution meets its mission for all parts of the community. The team recommends that the college adopt a calendar to ensure the annual review and assessment of the mission and use data comparing the demographics of the district with the demographics of the MSJC students and graduates to determine the extent to which the district is meeting its mission and identifying any gaps and disparities in service or success rates. (I.A.3, I.A.4, II.A.1)

Institutional Follow-Up 2013 Summary:

- The Mt. San Jacinto College staff, faculty, administration, students and the Board of Trustees reviewed, amended and approved Board Policy 1200 (Mission Statement) to include additional specificity regarding the college's three-year timeline for review and evaluation of the mission statement
- An institutional calendar was developed and adopted outlining the specific three-year rotating timeline for reviewing and evaluating the mission, vision and values statements
- The college intentionally developed the institutional calendar and timelines to review and evaluate the mission, vision, and values statements to coincide and integrate with the college's three-year comprehensive strategic planning and program review cycles so that the mission statement and its complementary components are reviewed at minimum twice within each six-year master planning period
- A Vision, Values and Mission Task Force (ad-hoc committee) was convened representing all college constituencies to develop a district-wide vision and values statement chaired by the Superintendent/President

- The Vision, Values, and Mission Task Force developed a values statement that was successfully routed through the college's shared governance structure for formal adoption and approval
- The Values statement was published in the college catalog as well as on the college's website and key promotional materials

Institutional Midterm Report 2014 Progress on Recommendations for Improvement:

In keeping with the three-year institutional calendar and timeline for a regular and rotating review of the mission statement, Mt. San Jacinto College has maintained an active Vision, Values and Mission Task Force to review, evaluate, and revise the institution's planning statements. The Task Force is representative of all governance and constituent groups at the institution and acts as an ad-hoc to the Institutional Planning Committee. Recommendations from the Institutional Planning Committee are forwarded to College Council, the central participatory governance body which formally recommends approval to the Board of Trustees.

Throughout the last three years, the Task Force has met regularly and collaboratively developed an institutional values statement which was formally adopted by the Board of Trustees in November 2011. Since that time, the values statement has been published on the Mt. San Jacinto College website and other institutional publications that are available to students, staff, faculty, and community members.

Through the collaborative work of the Vision, Values and Mission Task Force, a preliminary draft of the vision statement was developed in April 2012. The draft vision statement was then routed through the participatory governance structure, which included the Institutional Planning Committee (IPC) and Executive Cabinet for initial feedback and input in May 2012. Early dialog among these two governance and institutional leadership groups indicated that further development was necessary prior to full vetting by the college community. As such, the Vision, Values, and Mission Task Force formally presented the concept of the vision statement to IPC again in fall 2012 and it was recommended that the Task Force rework the draft statement to better substantiate a vision for the college. The Task Force reconvened in spring 2013 to revise the draft vision statement. Through several collaborative working retreats over 2013-2014, the Task Force developed a revised draft of the vision statement for institutional consideration. The draft vision statement was presented to IPC in spring 2014 and was recommended for approval to College Council. It is anticipated that the vision statement will be approved by College Council and the Board of Trustees in fall 2014.

As part of the institution's Board Policy, the mission statement along with the vision and values statement is assessed, reviewed, and revised on a continuous three year cycle. In keeping with this planning cycle, the mission statement was also reviewed and assessed during the 2013-2014 academic year. As the Vision, Values and Mission Task Force were crafting a vision statement draft in spring 2014, they also worked concurrently on a draft mission statement. The draft mission statement was presented to IPC in spring 2014 and was recommended for approval to College Council and the Board of Trustees in fall 2014. Once the mission statement and vision statement have been formally approved by College Council and the Mt. San Jacinto College Board of Trustees,

the institutional planning statements will be announced and disseminated to all college constituents via the Mt. San Jacinto College website, the Weekly Round Up email and the monthly MSJC Links newsletter. Additionally, the new statements will be published in all key institutional publications (college catalog, schedule, committee agenda templates, etc.).

The timing of the institutional planning statement reviews, assessment and development links directly to the timelines of the college's major master planning and Strategic Plan. Specifically, the reworking of the new mission statement coincides precisely with the district's newly completed three-year Strategic Plan 2014-2017. This interrelated timeline is critical to ensuring that the mission statement of Mt. San Jacinto College is central to institutional planning, decision-making and is incorporated into the development of district-wide annual goals and priorities.

The college embarked on a year-long strategic plan development process during the 2013-2014 academic year, which included several divisional strategic planning retreats with representation from roughly 200 students, faculty, classified professional staff, and administration. Community forums in each of the four primary service areas within the district's boundaries were held as well with community leaders, business and industry professionals, k-12 local educational agencies and other members of the local region. The retreats and community forums provided the institutional foundation for creating institutional goals, objectives and outcomes through facilitated discussions and workgroup activities focused on crafting goals, objectives and outcomes for each of the five institutional priorities adopted by the Board of Trustees. Proposed goals and objectives within the Strategic Plan were based on internal data from the college's data warehouse (SETS) as well as external data and research thereby promoting the college's use of data to drive planning, decision-making, and the identification of gaps. Strategies identified within the plan were tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which the institutional mission, goals and objectives have been met.

The mission statement review timeline is closely integrated with the college's three-year comprehensive program review cycle commencing in fall 2014. The college functions on a three-year comprehensive program review cycle with annual program assessments. The purpose of program review at Mt. San Jacinto College is to provide continual assessment of institutional functionality and effectiveness. Program review assesses whether (1) the college fulfills its mission, (2) educational and support programs promote student success, and (3) the college's planning and resource allocation processes are effective and efficient. As the instructional programs, student services programs, and administrative units prepare their program reviews and annual program assessment reports, staff, faculty and administration examine relevant demographic, labor market, and other institutional data in order to determine the suitability of programs for the learner populations, their needs, and the mission of the district. Program review requires the developer to answer a number of questions concerning alignment with the mission statement, program goals, program performance, and strengths and weaknesses of the program. In this regard, a system has been implemented in the annual planning calendar to revisit and reaffirm the mission statement on a three-year basis. This process is intrinsically tied to student learning outcomes and assessment cycles, as well as the annual program planning and review processes.

Mt. San Jacinto College Scheduling Efficiency Tracking System (SETS), is a home-grown, internal and interactive data warehouse that captures and showcases critical disaggregated student data for all institutional planning, program review and assessment, hiring, and enrollment management, scheduling efforts, and core institutional mission functions. Institutional data from SETS has been incorporated into every cycle of program review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the college. During each program review cycle, faculty access SETS and receive data specific to each academic program and discipline as well as institution-wide data to allow for comparisons within the program review documents. The specificity in the data and its incorporation with the college's program review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes.

Recently, Mt. San Jacinto College has also begun to embed Institutional-Set Standards into the comprehensive three-year program review cycle as another mechanism to ensure that the district is using data to determine the extent to which the district is meeting its mission and identifying any gaps and disparities in service or success rates. By establishing Institutional-Set Standards specific to graduation, transfer, success, withdrawal and fill rates – the college is reaffirming its commitment to continuous quality improvement.

Through this robust, comprehensive, and data-driven process, Mt. San Jacinto College provides an institutionalized method to ensure that an annual review of the institution's mission is taking place. Through these various mechanisms, the college is using institutional data, local district demographics, and student outcome data to determine the extent to which the district is meeting not only its mission but is also identifying gaps and disparities in service or success rates.

Recommendation 2: Sustainability of Integrated Planning and Decision Processes

In order to meet the standard and ensure that the college progresses toward the Continuous Quality Improvement level for the ACCJC rubric for planning, the team recommends that the college use its published processes, including resource allocation, to improve student learning and achievement. (I.B.1, I.B.4, I.B.5, I.B.6, I.B.7, III.B.2.b, III.D.3)

Institutional Follow-Up 2013 Summary:

Planning Model: Continuous Quality Improvement Overview

- The college completed its second year of the three-year 2011-2014 Strategic Plan with evaluation and assessment results relative to the college's annual institutional goals presented to the faculty during the fall 2012 Convocation and to the Mt. San Jacinto College Board of Trustees during the Board workshop in January 2013.
- Shared governance committees developed committee goals, priorities and objectives for each fiscal and academic year based on the approved Strategic Plan institutional goals.
- Shared Governance committees reported evaluation data via the Shared Governance Report Out form that documents committee progress and effectiveness in achieving stated charges, goals, and outcomes each year.
- The college participated in two full iterations of the Shared Governance committee and evaluation process, with committees submitting academic year 2011-2012 end-of-year reports in June 2012, and mid-year reports for academic year 2012-2013 in January 2013.
- Mt. San Jacinto College has structured mechanisms to actively engage college constituents in formal and informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes.

Planning Model: Program Review/Annual Program Assessment

- Program review processes at Mt. San Jacinto College were ongoing, systematic and used to assess and improve student learning and achievement.
- Per Accreditation Standards, Mt. San Jacinto College established a three-year program review cycle. Comprehensive program reviews, and the associated unit and division plans, are required every three years. Annual program assessments, as well as unit and division plan updates, are submitted each of the ensuing two years.
- An Institutional Planning and Assessment Calendar outlines a completion schedule for program review, goal development, resource and budget development, and assessment that is used district-wide and adhered to by all college divisions.
- Extensive trainings were held during the Mt. San Jacinto College Teaching and Learning Academy and fall Convocation forums in order to provide faculty, staff and administrators an opportunity to review the annual program assessment and the new data resources.
- All divisions participated in the annual program assessment process. Faculty submitted annual program assessments throughout the fall semester for each program/department as well as all 18 units within the Student Services division. Administrative Services, including

the President's Office, Business Services (and its subsidiaries), and Human Resources have also completed annual program assessments.

- Unit and division plans were completed to prioritize resource requests for the resource and budget development process over the past three academic years.

Planning Model: Resource Allocation and Prioritization Process

- Mt. San Jacinto College fully operationalized the resource allocation and planning processes that were previously established in past planning cycles.
- During the 2012-2013 planning cycle Mt. San Jacinto College experienced its second full cycle of the planning process linking resource requests (Resource Allocation Proposals) to the three-year program review and strategic plan priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) and tracking the prioritized requests through the process until funding decisions were cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the President/Superintendent.
- Over 150 Resource Allocation Proposals (RAPs) were submitted during the budget development process in April 2012 by all divisions and units.
- An ad-hoc task force of Institutional Planning and Budget Committees convened during the end of the spring 2012 semester and used the Prioritization Allocation Rubric to score the prioritized RAPs. Scores of the RAPs were submitted to the Budget Committee and the Institutional Planning Committee for recommendation.
- As a result of the scoring and ranking process, a total of nine (9) RAPs were funded for the 2012-2013 academic year. Awardees were contacted and provided instructions for disbursement of funds and requirements to complete the Utilization and Assessment Report at the conclusion of the 2012-2013 academic year regarding the use of funds and impact of the allocation on student learning and achievement. Those RAPs that were scored but not awarded funds were contacted and provided feedback regarding areas for improvement.
- All scored RAPs were posted to the Budget Committee website where the RAP authors could view the score and receive comments/feedback regarding the score. The transparency in the process allowed for the RAP authors to gain additional information to strengthen future RAP submissions.
- An evaluation of the complete resource allocation cycle included a review of the existing processes, a comprehensive review of the rubrics, and an informal survey regarding planning, assessment and resource allocation which all resulted in improvements to the process.

Institutional Midterm Report 2014 Progress on Recommendations for Improvement:

Three years ago during the Accreditation site visit, the team commended the district for establishing a positive planning culture, that given time and continued effort, had the capacity to reach the level of Sustainable Quality Improvement as defined in the ACCJC Planning Rubric. Since that time, Mt. San Jacinto College has developed, improved and sustained an ongoing, institutionalized system of integrated planning that explicitly links mission, institutional priorities and goals, master planning (strategic plan, facilities, technology, staffing), program review/annual program assessment, evaluation, data, and resource allocation structures and processes.

The college's institutional planning structures are no longer considered experimental, untested or new. Having completed a full three-year planning cycle, Mt. San Jacinto College has clearly demonstrated there is a consistent and continuous commitment to improving student learning and that educational effectiveness is a demonstrable priority in all planning structures and processes. As of the development of this Midterm Report, Mt. San Jacinto College has fully resolved this recommendation and implemented and evaluated the improvement planning cycles as designed and adopted.

Planning Model: Continuous Quality Improvement Overview

Mt. San Jacinto College spent the past academic year closing the 2011-2014 Strategic Plan, evaluating the college's achievement of stated institutional priorities, goals and outcomes, and developing a wholly new document for the 2014-2017 planning cycle.

In 2014, Mt. San Jacinto College completed its three-year 2011-2014 Strategic Plan that established and set institutional priorities, goals, objectives, and measurable outcomes that directly supported the college's mission. Strategies identified within the plan were tied to measurable, time specific outcomes and were linked to performance indicators and evaluation criteria so that the institution could determine the degree to which goals and objectives were met. The college developed a comprehensive 2011-2014 Strategic Plan Update report that evaluated and outlined major accomplishments relative to institutional priorities and goals. The 2011-2014 Strategic Plan Update report was presented to the Board of Trustees in January 2014 and disseminated to the college community via the college's newsletter MSJCLinks and was made available on the website under the Institutional Effectiveness webpage. A final report summarizing the evaluation and assessment results of the college's 2011-2014 Strategic Plan institutional priorities and goals is under development and will be presented to the Board of Trustees in fall 2014.

In early fall 2013 Mt. San Jacinto College began the process for developing a new Strategic Plan for the next three-year cycle. Following a similar planning structure and timeline as the 2011-2014 Strategic Plan development, the district completed a draft of the 2014-2017 Strategic Plan with plans to share the final version with the college community in early fall 2014 for recommendation for approval by the Board of Trustees. Unlike the past Strategic Plan development cycle, Mt. San Jacinto College elected to not hire a professional consultant and rather created a Strategic Plan Workgroup that consisted of the Vice President of Instructional Services, Vice President of Student Services, Dean of Math, Science and Assessment, Associate Dean of Institutional Planning, Effectiveness and Grants/Accreditation Liaison Officer, Director of Research, and the Academic Senate President and Vice President. Together, this diverse team developed a data compendium, designed the structure of the retreats and student focus groups, and provided support, resources, and leadership in ensuring that planning development outcomes were met. This group met monthly until the commencement of the planning retreats in spring 2014.

The year-long strategic plan development process in 2013-2014 included a Board of Trustees retreat/work session, three divisional (Instructional Services, Student Services, Administrative Services) strategic planning retreats with representation from roughly 200 students, faculty, classified professional staff, administration, and Board of Trustee members. A Student forum was

also held with students and student leaders participating. The student forum and staff and Board of Trustees retreats provided the institutional foundation for creating institutional goals, objectives and outcomes through facilitated discussions and workgroup activities focused on crafting goals, objectives and outcomes for each of the five institutional priorities adopted by the Board of Trustees. Proposed goals and objectives within the Strategic Plan were based on both internal and external data and research thereby advancing the college's initiative to be more data-driven. Strategies identified within the plan were tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met.

Drafts of the Strategic Plan were formally vetted with institutional leadership and all participatory groups for recommendation for approval by the Board of Trustees in fall 2014. This comprehensive planning process was documented on the Institutional Effectiveness website so that progress could be recorded and used to support the evaluation of the plan. As with the past Strategic Plan, the college will continue to successfully utilize the 2014-2017 Strategic Plan goals and objectives to drive the college's future allocation prioritization processes. Resource requests will continue to be ranked using a prioritization rubric in support of the college's 2014-2017 Strategic Plan, once approved.

During the site visit, Mt. San Jacinto College was in the middle of this planning and evaluation cycle and as such, many of the reports demonstrating evidence of Shared Governance evaluation and assessment were unavailable at the time of the site visit. As with the planning cycle, the evaluation and assessment cycle related to Shared Governance has been fully established, evaluated, improved and embedded within the college's three-year planning cycle. To date, the college has participated in three full iterations of the Shared Governance committee and evaluation process, with committees submitting academic year 2011-2012, 2012-2013, and 2013-2014 end-of-year reports and mid-year reports for academic year 2012-2013 and 2013-2014.

Shared governance committees continue to employ the corresponding protocols used by the institution to incorporate and integrate institutional priorities within local decision-making bodies. Shared governance committees, outlined in the Shared Governance document, build committee goals, priorities and objectives for each fiscal and academic year based on the approved Strategic Plan institutional goals adopted by the Superintendent/President, Executive Cabinet, Institutional Planning Committee and the College Council. Shared Governance Committees are required to evaluate and assess institutional effectiveness in achieving specific committee goals linked to institutional goals and priorities and report committee progress relative to the goals that each committee establishes each year. Shared Governance committees report evaluation data via the Shared Governance Report Out form that documents committee progress and effectiveness in achieving stated charges, goals, and outcomes each year. The form also serves to inform the college community regarding recommended changes for improvement of processes and practices to enhance the governance structure and efficacy. The reports are posted on the Shared Governance website to allow the Mt. San Jacinto College community an opportunity to review.

Mt. San Jacinto College has invested leadership and resources to ensure that dialog about institutional effectiveness is ongoing, robust, pervasive, and sustained with data and analyses that is widely distributed and used throughout the institution. A comprehensive overview of the college's dialog using institutional data can be found in the response to Recommendation #4 (Identify and Address Gaps in Student Outcomes). Mt. San Jacinto College has structured mechanisms to actively engage college constituents in formal and informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes. Specifically results and dialog regarding improvements are embedded in course improvement plans (CIPS), program review, annual program assessments, and are used to prioritize resource allocations based on linkage to institutional planning, goals, and mission. Dialog at the faculty and classified level is another way that Mt. San Jacinto College documents institutional improvements. Dialog regarding institutional effectiveness frequently takes place during one-on-one, departmental, or campus-wide meetings.

Planning Model: Program Review/Annual Program Assessment

Program review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement. Per Accreditation Standards, Mt. San Jacinto College has established a three-year program review cycle. Comprehensive program reviews, and the associated unit and division plans, are required every three years. Annual program assessments, as well as unit and division plan updates, are submitted each of the ensuing two years. An Institutional Planning and Assessment Calendar outlines a completion schedule for program review, goal development, resource and budget development, and assessment that is used district-wide and adhered to by all college divisions.

Mt. San Jacinto College completed its third year of the full program review cycle in the 2013-2014 academic year. This three-year cycle represented a comprehensive program review in 2011, and two annual program assessments performed in 2012 and 2013. In fall 2014, Mt. San Jacinto College is embarking on its next iteration of the program review cycle (2014-2017) with a comprehensive program review due the first semester of this academic year.

Over the last two academic years, Mt. San Jacinto College has worked through the shared governance structure to develop a specific institutional definition of what constitutes a "program". This has been a critical component of Mt. San Jacinto College's evolution to institutionalize the development and assessment of learning outcomes in program review. A "program" at Mt. San Jacinto College represents a sequence of courses that lead to a degree or certificate. For non-academic divisions the definition is expanded to include any program/service with an institutional budget. This definition has been reviewed, vetted, and approved by the Institutional Program Review Committee, Assessment Council, Institutional Planning Committee as well as the Academic Senate and College Council. The identification of an institutional "program" definition has allowed for improvements to the program review and learning outcome and assessment cycle.

Given this new institutional definition, college faculty and staff updated the 2014-2015 college catalog over the past academic year, so that all academic disciplines are organized under a program-based structure, wherein a program represents a sequence of courses that lead to a

degree or certificate. This new shift in representing disciplines by program enables not only students but faculty and staff to have a clearer understanding of academic programs versus disciplines that are stand-alone and that may or may not lead to a degree or certificate. This clarification has created opportunities for review and analysis of data and research related to “programs” versus disciplines and as a result the depth and richness of the program review process has been greatly enhanced and strengthened.

Mt. San Jacinto College has established a comprehensive institutional framework for program review and has built the process on institutional research and disaggregated data. As demonstrated through the previous institutional reports over the last four years, faculty, classified staff, and administrators have been engaged in program review and student learning outcomes and assessment. Mt. San Jacinto College has a systematic process in place to create, apply, and assess student learning outcomes at the course, program and institutional levels. Student learning outcomes are faculty driven, assessed at the course, program and institutional levels, and results are used to make improvements. All student learning outcomes are reviewed during the curriculum and program review process by the Curriculum Committee and the Assessment Coordinator.

The updated Data Warehouse has been renamed the Mt. San Jacinto College Scheduling Efficiency Tracking System (SETS), a home-grown, internal and interactive data warehouse that captures and showcases critical disaggregated student data for all institutional planning, program review and assessment, hiring, and enrollment management and scheduling efforts. Institutional data from SETS has been incorporated into every cycle of program review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the college. During each program review cycle, faculty may access SETS and receive data specific to each academic program and discipline as well as institution-wide data to allow for comparisons within the program review documents

Mt. San Jacinto College program review and annual program assessment process includes the prioritization of Resource Allocation Proposals (RAPs) based on planning and program review data using the Prioritization Allocation Rubric (PAR). Mt. San Jacinto College has had full participation from all college divisions including Instruction, Student Services and Administrative Services. Unit and division plans are developed to support and prioritize resource requests contained within the program review and annual program assessments. All annual program assessment documents, including unit and division plans are placed on the Office of Institutional Effectiveness and Planning website for access by the college community.

As of the completion of this Midterm Report all divisions have participated in the program review and annual program assessment process. Faculty have submitted the comprehensive program review and annual program assessments during the three-year cycle for each program/department as well as all 18 units within the Student Services division. Administrative Services, including the President’s Office, Business Services (and its subsidiaries), and Human Resources have also completed annual program assessments.

Planning Model: Resource Allocation and Prioritization Process

In academic year 2013-2014, Mt. San Jacinto College completed its fourth consecutive cycle of the college's institutional planning and resource allocation model. As has been demonstrated during the site visit and in the 2013 Follow-Up Report, Mt. San Jacinto College's planning and resource allocation model directly links resource requests (Resource Allocation Proposals) to the institution's three-year program review, annual program assessment, strategic plan priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) and tracking the prioritized requests through the process until funding decisions are cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the President/Superintendent. Given the completion of three annual planning cycles, Mt. San Jacinto College has demonstrably defined, implemented, operationalized, and evaluated its planning and resource allocation model and processes are clearly in place that coordinate financial resource planning efforts with all other institutional planning processes. As was outlined in the introduction to this response, the college's planning and resource allocation processes have matured and developed into a sustainable, institutionalized model that is fully integrated and embedded into the infrastructure of the college.

During academic year 2013-2014, a total of 42 resource allocation proposals were submitted, scored and ranked by an ad-hoc task force during this cycle using the Prioritization Allocation Rubric (PAR). A total of (18) of the submitted RAPs were recommended for funding. As of the development of this narrative, the (18) recommended RAPs are pending approval at the Budget Committee and Institutional Planning Committee meetings scheduled for late September 2014.

The RAP recommendations forwarded to the two committees are unique in that they not only support the funding of one-time allocations, but on-going resource requests as well as personnel. In the two previous planning cycles (due to the economic crisis facing all community colleges in California), the college was unable to fund requests for new positions and also experienced a "freeze" in all position recruitments. During the 2013-2014 planning and budget allocation cycle, the college leadership permitted the submission of personnel requests through the budget development process. Program managers submitted their classified personnel needs as part of their annual budget development. In the resource allocation process, Resource Allocation Proposals (RAPs) were created to request additional staffing. The staffing requests were validated and supported through the institutional research and data contained within the program review/annual program assessments. These needs were prioritized and evaluated through the Institutional Planning Committee Prioritization Allocation Rubric (PAR) which is based upon planning elements and program review. For personnel requests, the PAR acts as the college's checklist for determining that staffing needs are 1) related to short- and long-term planning models (Strategic Plan, Educational Master Plan and Facilities Master Plan) and connected to the mission of the institution; 2) addressing a verifiable need and substantiated with institutional and external data; 3) tied to program goals and objectives that are measurable, evaluated and assessed; and 4) supported by the unit and division structures.

Although the PAR provides an extremely valuable mechanism to ensure that other resource needs (facilities, equipment, technology, professional development, etc.) are prioritized, the PAR does not adequately rank or prioritize the classified/administrative personnel requests; rather, the PAR

simply validates that staffing requests address institutional gaps and needs. As such, the Institutional Planning Committee has been working collaboratively over the last academic year to develop a Hiring Rubric for classified and administrative positions. This rubric is similar in nature to the Faculty Hiring Rubric and will provide the mechanism by which the institution can prioritize all classified and administrative positions each year. A draft Hiring Rubric was developed during the 2013-2014 academic year, and the college is institutionalizing the rubric into the 2014-2015 planning and resource allocation cycle. Additionally, the college plans to evaluate and assess the effectiveness of the new rubric in spring 2015 and make modifications as needed for subsequent resource allocation cycles.

Once both the Faculty Hiring Rubric and Classified/Administrative Hiring Rubrics are fully implemented in the 2014-2015 planning and resource allocation cycle, the prioritized listing of positions will be embedded annually within the Staffing Plan to recommend future staffing priorities that support the college's mission. Additionally, data from SETS, outlining the minimum staffing levels required to ensure institutional effectiveness will also be included in the Staffing Plan. The refinement of the Staffing Plan and its complementary processes has been established as an ongoing goal of the Mt. San Jacinto College's Strategic Plan (2014-2017).

As with previous resource allocation cycles, awardees of funds received in 2012-2013 and 2013-2014 were required to submit a Utilization and Assessment Report at the end of each respective academic year documenting the use of funds and the impact on student learning, achievement and institutional effectiveness as a result of the allocation. The Business Services Office monitors, tracks and collects the Utilization and Assessment Reports outlining the improvements garnered as a result of the funding. Annually, the Budget Committee reviews and posts the reports on the Budget Committee website. Those RAPs that were scored but not awarded funds are contacted and provided feedback regarding areas for improvement. The transparency in the process allows for the RAP authors to gain additional information to strengthen future RAP submissions.

As a result of completing four full planning and resource allocation cycles, the college demonstrates its ability to close the loop and fully assess the resource allocation process. The evaluation of the complete resource allocation cycle includes a review of the existing processes, a comprehensive review of the rubrics, and informal (virtual) focus groups that discusses and evaluates the planning, assessment and resource allocation processes which results in improvements to the process. Revisions are made to each specific document (RAP/PAR), are reviewed and approved by the Budget Committee and Institutional Planning Committee. All updates and revisions are made available to faculty, staff and administrators for use during the subsequent planning cycle.

Recommendation 3: Student Learning Outcomes and Assessment

In order to meet the standard and achieve the Commission's goals for 2012, the team recommends that the college should act immediately to:

- Complete all Student Learning Outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a and e, II.B.4)
- Distribute the Student Learning Outcomes (SLOs) to students (II.A.6)
- Distribute the Student Learning Outcomes (SLOs) to associate faculty (I.B.5)
- Assess all levels of outcomes, including course, program, General Education (GELOs) and Institutional Outcomes (ILOs) (I.B.7, II.A.2.a and e, II.B.4)
- Document improvement in student learning (II.A.1.c, II.B.4)

Mt. San Jacinto College has continued its annual cycle of student learning outcome and assessment and has taken significant steps to fully comply with the ACCJC standards and rubrics. As will be demonstrated in the following response, the college is in full compliance regarding: development of student learning outcomes for all courses and programs; assessment of student learning outcomes at all levels of the institution (course, program, general education, and institutional); distribution of outcomes to students and associate faculty; and, documenting evidence of student improvement. Sustained and continuous progress has persisted as demonstrated through the various improvements made to the student learning outcome and assessment cycle at Mt. San Jacinto College. Additionally, *systematic planning and assessment* continues to be an institutional priority as demonstrated in the latest iteration of the college's 2014-2017 Strategic Plan that was completed this academic year and is pending Board of Trustee approval in fall 2014.

Additionally, the Assessment Council, an ad-hoc task committee of the Institutional Planning Committee formed in summer 2010, continues to act as a critical body in sustaining institutional assessment practices. In spring 2014, the Assessment Council merged with the Institutional Program Review Committee. A new charge and membership have been created to better integrate committee work as it relates to program review and assessment practices at the institution. The Institutional Assessment and Program Review Committee oversee assessment and program review throughout the district. The Institutional Assessment and Program Review Committee ensure practices and processes support high-quality, efficient programs and services. Recommendations will go to the senates and appropriate shared governance committees. The committee recommends improvements to the assessment model and program review process as needed. The committee is comprised of faculty, classified staff, and administrators.

Given the depth of this particular recommendation, the following provides (1) a brief summary of the institution's resolutions to the five sub recommendations as outlined in the 2013 Follow-Up Report and (2) an update highlighting the sustainable and continuous improvements and sustained progression and advancement of the district relative to each particular sub recommendation at the midpoint of the college's six-year accreditation cycle.

Institutional Follow-Up 2013 Summary:

Learning Outcomes for Courses and Programs

- A Student Learning Outcomes and Assessment Lifecycle was developed prior to the site visit (complete with instructions, forms, and examples) and integrated with institutional program review, planning, resource allocation, and decision-making processes.
- As of fall 2012, 100 percent of all active courses (586) in the college catalog that were offered through the schedule in some regular rotation had defined student learning outcomes.
- Student learning outcomes were mapped to both program and core competencies (institutional learning outcomes) through the college's eLumen database.
- Program learning outcomes were published in the college catalog to ensure that students, faculty, and the community were aware of the particular outcomes for each of the 52 academic and career and technical education programs supported by the college.
- The Student Services Division is comprised of 18 individual program units including such programs as Enrollment, Counseling, Financial Aid, Matriculation/Outreach, DSPS, EOPS, Student Government Association, etc. Learning outcomes have been established for all 18 of the Student Services units.
- Each of the following Administrative Services have also created learning outcomes for their units: Business Services, Information Technology, Facilities and Maintenance Operations, General Procurement and Services, Foundation, Human Resources, President's Office, Public Information and Marketing, Research, and Institutional Effectiveness.
- Learning outcomes at the student, program and institutional level were available on the college's website, course syllabi, published in the college catalog and departmental web pages, recorded in eLumen and CurricuNET, and incorporated into program review and annual program assessment reports.
- Student learning outcome, assessment, and program review training workshops were extended to all three divisions over the last several planning cycles throughout each semester and during the Teaching and Learning Academy.

Distribution of Student Learning Outcomes to Students / Distribution of Student Learning Outcomes to Associate Faculty

- During the 2011-2012 academic year, the Academic Senate approved a new process to require that all course syllabi include student learning outcomes.
- All learning outcomes (program and institutional learning outcomes) were posted and accessible on the Office of Institutional Effectiveness and Planning website for faculty, staff, students, and the public. Institutional learning outcomes and program learning outcomes were also outlined in the college catalog which associate faculty access both online and in hard-copy format.
- Chairs used departmental meetings, emails, and announcements as additional ways to disseminate the learning outcome information to associate faculty who may or may not frequent the campus due to their teaching schedules.

- Mt. San Jacinto College used eLumen as its central clearinghouse for all student learning outcomes and assessment results and data.
- Students from the Student Government Association served on many key shared governance committees focused on institutional planning, resource allocation, program review, and assessment. As a result of their participation on these committees, students were exposed to a variety of information related to key planning processes and structures.

Assessment of all Outcomes (Course, Program, General Education and Institutional Learning Outcomes)

- Mt. San Jacinto College significantly advanced the level of assessment taking place at the institution, with all levels of the institution participating in assessment of learning outcomes (course, program, General Education and Institutional levels).
- Assessment reports and data document results and actions.
- Assessment of learning outcomes had taken place in non-academic divisions (Student Services and Administrative Services).
- Assessment at the course levels was on a three-year cycle, with each course offered being assessed at least once every three years, or twice every six years. This ensured that student learning outcome data was available and used for the comprehensive program review cycles and could be incorporated into each Strategic Plan iteration every three-years.
- As of fall 2012, the college's first year of its planning cycle, 170 out of 586 courses offered (29 percent) assessed learning outcomes. This percentage was just a few percentage points shy of the college's 33 percent annual course learning outcome assessment target.
- Assessment at the program level was significantly higher than during the site visit with 67 percent of academic and career and technical education programs participating in assessment of learning outcomes.
- The college has a total of 52 academic and career and technical education programs with 36 participating in assessment at the program level. Of importance was the fact that the 36 departments participating in assessment represented over 86 percent of the total FTES generated by the institution. This was critical in that assessment was occurring with the highest FTES generating disciplines.
- In 2012-2013 Mt. San Jacinto College assessed five of the six Institutional Learning Outcomes using the Critical Assessment Test (CAT) tool that was acquired by the college.
- The Graduate Survey is one instrument that Mt. San Jacinto College uses to assess student progress and achievement through degree, transfer, general education, career and technical education certificates, and employment outcomes. The Graduate Survey has been deployed the last three academic years to students who were approved for graduation and/or transfer from Mt. San Jacinto College.
- All non-academic divisions including Student Services and Administrative Services fully participated in assessment of learning outcomes. Learning outcomes for Student Services and Administrative Services were assessed on an annual cycle during each academic year. The units included all assessment related data within the three-year comprehensive program reviews and/or the annual program assessment reports depending on the cycle.

Document Improvement in Student Learning

- Evidence to support and document improvements in student learning were found in the following institutional structures: (1) annual program assessment reports completed by program faculty, (2) comprehensive program reviews completed every three years, (3) Resource Allocation Proposal Utilization Reports, and (4) the eLumen database. Improvements in student learning are also reported at various shared governance committees including the Institutional Planning Committee, Assessment Council, Budget Committee, and Institutional Program Review Committee.
- Specific examples of assessment analysis dialog leading to improvements in student learning include: curriculum revisions in the Music program to address improvisation skills deficiency found in students' performance ensembles; revising learning outcomes in the Learning Center to address flaws in previous assessment measures that were unable to capture critical instructional components; adjustments with learning materials, modalities, formats and instructors to help improve student performance in the Business Program; and utilization of new and varied teaching modes in the Dance program to increase student success on group research projects.
- Dialog at the faculty level was another way that Mt. San Jacinto College documents improvements in student learning.
- All program review and annual program assessment reports continue to include student learning outcome assessment data and analysis, alignment of goals with assessment outcomes and institutional data, and identifying and justifying resource allocation requests using the data.

Institutional Midterm Report 2014 Progress on Recommendations for Improvement:

Learning Outcomes for Courses and Programs

Mt. San Jacinto College has worked diligently to ensure that the college is in full compliance with this (sub) recommendation. As documented in the March 2013 Follow-Up Report, Mt. San Jacinto College has developed student learning outcomes for all courses and programs. Compliance with this specific recommendation has persisted and the college continues to maintain that 100 percent of all courses have defined learning outcomes. As faculty develop and/or revise courses, they are required to follow the institution's curriculum development policy and processes, which mandates that all new and/or revised courses identify student learning outcomes. Courses are not approved unless student learning outcomes are defined.

As was presented to the Evaluation Team, cited in the 2011 team report, and outlined in the 2013 Follow Up Report, all instructional programs, degrees, certificates, and employment concentrations also have identified learning outcomes at the program level. Over the last two academic years, Mt. San Jacinto College has worked through the shared governance structure to develop a specific institutional definition of what constitutes a "program". This has been a critical component of Mt. San Jacinto College's evolution to institutionalize the development and assessment of learning outcomes. A "program" at Mt. San Jacinto College represents a sequence of courses that lead to a degree or certificate. For non-academic divisions the definition is expanded to include any

program/service with an institutional budget. This definition has been reviewed, vetted, and approved by the Institutional Program Review Committee, Assessment Council, Institutional Planning Committee as well as the Academic Senate and College Council. The identification of an institutional “program” definition has allowed for improvements to the program review and learning outcome and assessment cycle.

Given this new institutional definition, college faculty and staff updated the 2014-2015 college catalog over the past academic year, so that all academic disciplines are organized under a program-based structure, wherein a program represents a sequence of courses that lead to a degree or certificate. This new shift in representing disciplines by program enables students to have a clearer understanding and awareness of the outcomes specifically related to academic programs versus disciplines that are stand-alone and that may or may not lead to a degree or certificate.

Mt. San Jacinto College has established a comprehensive institutional framework for defining student learning outcomes and has built the process on institutional data and research. As demonstrated through the previous institutional reports over the last six years, faculty, classified staff, and administrators have been engaged in student learning outcome development. Mt. San Jacinto College has a systematic process in place to create, apply, and assess student learning outcomes at the course, program and institutional levels. Student learning outcomes are faculty driven, assessed at the course, program and institutional levels, and results are used to make improvements. All student learning outcomes are reviewed during the curriculum and program review process by the Curriculum Committee and the Assessment Coordinator.

Distribution of Student Learning Outcomes to Students

Student learning outcomes, including program and core competencies (formally known as institutional learning outcomes) are publicly available and accessible on the college’s Office of Institutional Effectiveness and Planning website. The institution’s core competencies and program learning outcomes are also printed in the college catalog, which are available and accessible in both electronic and in hard-copy format for students, faculty, staff and the general public.

Over the past academic year, college faculty and staff updated the 2014-2015 college catalog so that all academic disciplines are organized under a program-based structure, wherein a program represents a sequence of courses that lead to a degree or certificate. This new shift in representing disciplines by program enables students to have a clearer understanding and awareness of the outcomes specifically related to academic programs versus disciplines that are stand-alone and that may or may not lead to a degree or certificate.

As was reported during the 2013 Follow-Up Report, the Academic Senate approved a new process in the 2011-2013 academic year requiring that all course syllabi include student learning outcomes. Students receive a course syllabus in every class section that specifies learning outcomes consistent with the institution’s officially approved course outline. The new process ensures that students understand the student learning outcome expectations for each course.

The Syllabus Checklist was also updated to reflect this change in process. The checklist is electronically distributed to full-time and part-time faculty annually, made available online, and disseminated during the associate faculty orientation and full time faculty convocation.

The college utilizes a central clearinghouse (eLumen) for all student learning outcomes and assessment results and data. The eLumen database recently underwent a significant upgrade during spring/summer 2014. Currently, faculty and other key administrative personnel are the only staff that have access to the system. The college's initial plans, as outlined in the Follow-Up Report, for expanding access to students was delayed due to the system upgrade. Faculty and staff are receiving training in fall 2014 regarding the new eLumen upgrades and modules and it is expected that student access to the system will be shortly thereafter. Student access to the eLumen database will create yet another option by which students can view not only the learning outcomes for their specific course but will also allow them to view the assessment results for all courses they have completed at the institution.

Distribution of Student Learning Outcomes to Associate Faculty

All learning outcomes (program and institutional learning outcomes) are posted and accessible on the Office of Institutional Effectiveness and Planning website for faculty, staff, students, and the public. Institutional learning outcomes and program learning outcomes are also outlined in the college catalog which associate faculty can access both online and in hard-copy format.

During the 2011-2012 academic year, the Academic Senate approved a new process to require that all course syllabi include student learning outcomes. Documents pertaining to syllabus development, such as the Syllabus Checklist, were updated to reflect this change and were electronically distributed to full-time and part-time faculty, were made available online, and discussed during the associate faculty orientation and full time faculty convocation. The new process ensures the associate faculty understand the importance of student learning outcomes at the course and program levels.

Department Chairs maintain open communication with associate faculty within their department. Chairs use departmental meetings, emails, and announcements as additional ways to disseminate the learning outcome information to associate faculty who may or may not frequent the campus due to their teaching schedules. Department Chairs are responsible for ensuring that associate faculty within their department are (1) aware of student learning outcomes and assessment, (2) participate in the development of new course learning outcomes and assessment rubrics, (3) participate in the assessment of course learning outcomes, (4) upload assessment data in eLumen, and (5) include the course and program learning outcomes in course materials.

Several departments have also utilized Blackboard to post information pertaining to student learning outcomes for easy access for students and faculty. Other departments have created websites for their programs in which associate faculty can access course and program information including student learning outcomes.

Mt. San Jacinto College uses eLumen as its central clearinghouse for all student learning outcomes and assessment results and data. Currently faculty (including full and part time), other key

administrators and staff have access to the online system. The system received a significant upgrade in spring/summer 2014. Training regarding the new eLumen modules is taking place in fall 2014 for faculty and staff.

Assessment of all Outcomes (Course, Program, General Education and Institutional Learning Outcomes)

Mt. San Jacinto College has continued to implement its planning model which is sequenced on a six-year cycle, consisting of two three-year cycles. This planning cycle directly corresponds with the college's major planning efforts, including but not limited to the Educational Master Plan (a six-year comprehensive planning document) and 2014-2017 Strategic Plan, which specifically outlines institutional priorities and goals over a three-year period. Mt. San Jacinto College's program review and student learning outcome and assessment practices are intentionally integrated in the college's three-year planning cycles with all programs undergoing an extensive and comprehensive program review every three years, program assessment reports completed annually along with resource allocation requests and prioritizations.

At the time of the 2013 Follow-Up Report, assessment at the course levels was also on a three-year cycle, with each course offered being assessed at least once every three years, or twice every six years. Ostensibly, this ensured that student learning outcome data was available and used for the comprehensive program review cycles and incorporated into the Strategic Plan iteration every three-years. Given this three-year timeline, all courses offered undergo assessment at least once during that planning period and therefore results in only approximately 33 percent of all courses offered assessed in any given year. This cycle assured that 100 percent of courses offered would be assessed in a three-year period. As of fall 2012, 170 out of 586 courses offered (29 percent) assessed learning outcomes. This percentage was just a few percentage points shy of the college's 33 percent annual course learning outcome assessment target.

Although the college continues to use the three-year planning cycle as its foundation, it has determined based on 1) feedback from faculty and instructional leadership, 2) institutional dialog during shared governance planning committees (Institutional Program Review, Assessment Council, Institutional Planning), 3) review of best practices, and 4) evaluation of the assessment cycle, that the cycle of assessment at Mt. San Jacinto College requires further reinforcement to ensure that the college adequately "closes the loop". It became apparent through dialog and review of completed Annual Program Assessments that the assessment cycle was in need of further refinement and that assessing a course twice within a six-year period was inadequate to measurably assess and impact student learning. As such, over the past academic year, the instructional leadership team worked collaboratively with Academic Senate leadership to develop a core set of requirements specific to faculty's role in program review and assessment that would provide further guidance and specificity regarding learning outcome assessment. The two groups jointly developed and adopted a planning document titled, *Assessment Expectations for Program Review Cycle – Fall 2014 through Spring 2017*, in spring 2014 for immediate use during the subsequent planning cycle (2014-2017).

The adopted *Assessment Expectations* radically shortens the timeline for assessment and now requires that faculty assess courses twice within a three-year period versus the original six-year timeframe. Additional improvements to the college's assessment process include the following:

- Assessment shall occur a minimum of two (2) times between Fall 2014 and Spring 2017
- For each of these assessments:
 - At least three (3) CLOs shall be assessed
 - The assessment shall be district-wide
 - Per the 3-Year CLO Assessment Schedule, the assessment will be conducted in every section of the course offered that semester;
 - The same CLOs, assessment tools and rubrics will be employed in each and every section of the course. That is, for every CLO, every instructor will utilize the same CLO, the same assessment tool and the same rubric.
 - A Course Improvement Plan (CIP) will be completed for each assessment. It will be due no later than the 6th week of the following semester

Many of the improvements outlined above have resulted from evaluation of the assessment processes during the past several academic years and focus on creating a structure that unifies assessment efforts district-wide. Mt. San Jacinto College is a multi-campus, single college district and as a result many of the off-site centers and locations are offering a variety of core academic courses and programs. The guidelines help to create a consistent and standardized approach to assessment at Mt. San Jacinto College regardless of location. As noted in the above improvements, the college has also created a course learning outcome assessment schedule for faculty to develop at the beginning of each three-year cycle that outlines the timeline for assessment of each course to occur. The calendar assists in the management and reporting of assessment progress and provides instructional leadership with a tool to improve accountability of faculty's participation in the assessment process. Enforcement of the new expectations is multi-tiered and cites that programs that have not completed the assessment requirements outlined will not be considered for growth or additional courses. Additionally, faculty are incentivized to complete the program review and assessment requirements in that it will allow them to be eligible for 1) overload, 2) conference/travel funding, and 3) stipends/reassigned time.

Mt. San Jacinto College continues to make progress relative to its student learning outcomes and assessment at the course and program levels. As of spring 2014, as documented in the ACCJC Annual Report, 428 of the 812 courses offered (52.7 percent) assessed learning outcomes. Again, since the college was on a three-year cycle with all courses offered undergoing assessment at least once during that planning period it is expected that only approximately 66 percent of all courses offered will have assessed in any given year. In relation to General Education learning outcomes, 432 courses have been identified as part of the General Education program and 281 courses have been assessed (65 percent). Mt. San Jacinto College anticipates that the new *Assessment Expectations* will encourage faculty to continue their assessment efforts and the college is confident that assessment progress will continue.

Assessment at the program level is significantly higher than during the site visit and Follow-Up Report with 82.2 percent of academic and career and technical education programs participating in

assessment of learning outcomes. The college has a total of 90 academic and career and technical education programs with 74 participating in assessment at the program level, as documented by the spring 2014 ACCJC Annual Report.

Additionally, as a result of the program re-alignment discussed in the introduction of this response, mapping practices of student learning outcomes has also greatly improved. Alignment of outcomes occurs at all levels of the institution and for both instructional/non-instructional programs. Course learning outcomes are mapped to program learning outcomes, course learning outcomes are also mapped to core competencies (institutional learning outcomes), and program learning outcomes are mapped to core competencies. This comprehensive charting of outcomes to programs has occurred during all-faculty and department meetings, including convocation, and has been documented and recorded in the college's learning outcome and assessment database (eLumen). Beyond the actual mapping exercises performed by faculty and staff, the alignment of courses to programs has been used as the foundation for discussions and dialog with institutional leadership to design program goals, outcomes, align curriculum, and correctly sequence course offerings to achieve and attain intended learning outcomes for students. Informal but program specific Course Improvement Plans have been developed through collaboration between instructional leadership and faculty to support improvements to academic and student support programs/services. Specifically, improvements have been made to more efficient course scheduling and as a result students have a clearer pathway to degree completion.

Mt. San Jacinto College utilizes two innovative practices to measure core competencies (institutional learning outcomes) that include both authentic and in-direct assessments. A comprehensive Graduation Survey is distributed to all graduating students annually to determine perceptions of whether they accomplished the six institutional core competencies in their particular program of study. In 2014, the Graduate Survey was deployed via email to all students graduating and/or transferring. A total of 172 students participated in the survey. Additionally, a Critical Assessment Test (essay) is also provided to a cohort of students twice each term (pre/post) to measure improvements in critical thinking skills. A team of interdisciplinary faculty score and validate the tests. Results are used to drive changes at the programmatic level. To date, all 320 tests have been scored and have been sent back to the CAT organization for further analysis and reporting. It is anticipated that the full results will be available for integration into the next planning cycle. The college intends on expanding the use of this authentic assessment of core competencies to additional courses and sequences that lead to degree and program completion. Core competencies are scheduled for assessment on an annual basis.

Accomplishments of core competencies in non-instructional areas are primarily documented within the annual program assessment review cycle for both the Student Services and Administrative Services units. A matrix embedded within the program review template outlines the linkages between service unit outcomes and the core competencies and therefore the achievement of an outcome correlates to the accomplishment of the core competencies. The college informs its constituent groups about the core competencies through the college website, eLumen assessment database, catalog, and through institutional communication (minutes/agendas) and dialog in shared governance committees of which all constituent groups are equally represented.

All non-academic divisions including Student Services and Administrative Services have fully participated in assessment of learning outcomes. Learning outcomes for Student Services and Administrative Services are assessed on an annual cycle during each academic year. The units include all assessment related data within the three-year comprehensive program reviews and/or the annual program assessment reports depending on the cycle.

Mt. San Jacinto College has been utilizing eLumen since 2011 to capture data and evidence relative to student learning outcome assessments. The eLumen database has recently undergone significant revisions and as a result is able to better track faculty participation and student performance. The system was updated during summer 2014 in time for the 2014-2017 planning cycle commencing this fall. All of the program related data has been set-up in eLumen to better track the learning within the programs of study. The updated eLumen will allow for more flexibility to customize outcome and assessment information, data, and results.

Communications strategies used to share learning outcome assessment results include the following: 1) institutional planning documents such as the annual program review and assessment reports, course improvement plans, resource allocation proposals, presentations during all faculty, department, and convocation meetings, assessment report reviews with Instructional leadership/faculty strategic planning retreats, shared governance committee meeting communications and dialog, academic senate updates, and presentations to the Board of Trustees. Each communication strategy was intentionally developed to influence and drive decision-making processes for each particular audience through the use of data. Formal documentation of the learning outcome assessment results in program review are linked to resource allocation requests and therefore when reviewed, ranked, and prioritized, the data is used to drive funding allocations. Faculty presentations are intended to foster collaboration among disciplines/programs so that duplication of efforts are reduced, usage of best practices/pedagogy, and teaching strategies are modeled, shared, and replicated. Information shared with leadership is intended to drive adjustments at an institution level impacting policy and practice to impact student behavior and achievement.

Document Improvement in Student Learning

Mt. San Jacinto College has invested leadership and resources to develop and sustain an institutional infrastructure that promotes the use of assessment results to make improvements. Results of assessment are systemically embedded in program review and are used to prioritize resource allocations based on linkage to institutional planning, goals, and mission. Student learning improvement is a visible priority with nearly all planning practices and structures focused on student success.

Evidence to support and document improvements in student learning are found in the following institutional structures: (1) annual program assessment reports completed by program faculty, (2) comprehensive program reviews completed every three years, (3) Resource Allocation Proposal Utilization Reports, and (4) the eLumen database. Improvements in student learning are also reported at various shared governance committees including the Institutional Planning Committee, Assessment Council, Budget Committee, and Institutional Program Review Committee. Recent

specific examples of assessment analysis and practices leading to improvements in student learning include: curriculum revisions in the Music program to address improvisation skills deficiency found in students' performance ensembles. As a result of this assessment finding, the Music department identified this deficiency in student learning within the annual program assessment and submitted a resource allocation proposal documenting the need using the program's learning outcome assessment results. The resource proposal was favorably ranked and prioritized and as a result the Music program received approximately \$80,000 to develop a new music skills lab to strengthen the students' performance skills. Assessment of the efficacy of this new lab is ongoing.

Dialog at the faculty level is another way that Mt. San Jacinto College documents improvements in student learning. Faculty dialog regarding assessment results and student improvements frequently takes place during one-on-one, departmental, or campus-wide meetings; however, capturing evidence to document this dialog has been problematic for the institution as this is typically, informally discussed during a meeting and acted upon without any formal record. To address this lack of documentation, the college is working through the Academic Senate to formalize a process for taking minutes during faculty department meetings so that information pertaining to actions related to program review, planning, student learning outcomes development and assessment, improvements in student learning, teaching and pedagogy are captured. The concept has been presented to both site councils and was approved and implemented in the fall 2013 planning cycle.

Recommendation 4: Identify and Address Gaps in Student Outcomes

In order to meet the standard, the team recommends that the college disaggregate student outcome data by student demographics, modality of instruction, time of day, and location to determine comparability of outcomes, identify and address any gaps. (II.A.1.a, II.A.2.d and e)

Institutional Follow-Up 2013 Summary:

- In 2011-2012, the Office of Institutional Effectiveness and Research, in consultation with faculty leadership and administration, developed a comprehensive Performance Data Warehouse
- The Data Warehouse prototype provided detailed statistical data and research that disaggregates student outcomes by student demographics, modality of instruction, time of day and location.
- The warehouse featured the following data components: (1) FTES generation by district, modality, and academic program by campus site; (2) student success rate by district, modality, academic program and course by campus site (3) retention rate by district, modality, academic program and course by campus site; (4) withdrawal rate by district, modality, academic program and course by campus site; (5) graded seats by district, program and course by campus site; (6) awards by district and academic program; (7) student demographics (ethnicity and gender) by district and campus site; and (8) time of day by district
- The college integrated this data resource tool into the 2012-2013 annual program assessment and resource allocation cycle.
- Training and presentations regarding the functionality of the Data Warehouse took place during the Teaching and Learning Academy, individual department and unit meetings, during shared governance and ad-hoc committee meetings, and one-on-one with faculty/staff by the Office of Institutional Effectiveness and Research leadership team.
- The program review/annual program assessment process was enhanced and included student outcome data specific to each of the four campus sites and modalities (Menifee Valley, San Jacinto, Temecula Education Complex, San Geronio Pass, and Online). The disaggregation by site enabled decision-makers at each location to use more appropriate and relevant data that is focused on the targeted student population served by each campus entity.
- Institutional dialog between campus sites, academic program/department heads, faculty (full and part time) and administration significantly improved since data in the Data Warehouse is available not only at an institutional level but by site allowing for comparisons and discussions regarding gaps in achievements to be made.

Institutional Midterm Report 2014 Progress on Recommendations for Improvement:

The Data Warehouse prototype initially developed by the Office of Institutional Effectiveness and Research focused primarily on disaggregating core institutional performance indicators such as withdrawal, success and retention by district modality, academic program, and course by campus site as well as student demographics by district and campus site. This data was used primarily for

program review, annual program assessment and the hiring processes, including faculty joint hiring.

In the three years since the initial development, the college has made significant, strategic improvements to the Data Warehouse that now includes a multitude of institutional data elements, additional student performance measures, multi-year and semester ten-year trend analyses, section, course, program and institutional indicators, individual course section and faculty data, course level data (developmental, basic skills, college level), room utilization and allocation, time of day information, key scheduling efficiency measures (percentage of cap, enrollment counts/rates, census counts/rates, FTES generation and fill rates, course fill rates and wait lists), terms (academic year and semester terms), all off campus sites and locations, student demographics, and the capability of running a variety of queries in real-time.

The updated Data Warehouse has been renamed the Mt. San Jacinto College Scheduling Efficiency Tracking System (SETS), a home-grown, internal and interactive data warehouse that captures and showcases critical disaggregated student data for all institutional planning, program review and assessment, hiring, and enrollment management and scheduling efforts. Institutional data from SETS has been incorporated into every cycle of program review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the college. During each program review cycle, faculty may access SETS and receive data specific to each academic program and discipline as well as institution-wide data to allow for comparisons within the program review documents. Additionally, the data from SETS has also been integrated with the joint hiring proposal requests wherein faculty utilize the data and research to justify and validate the need for net-new tenure-track full-time faculty positions within their academic program and/or discipline. The specificity in the data and its incorporation with the college's program review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes.

Because the system is native to Mt. San Jacinto College and managed by the Director of Research, improvements, modifications and additions to the warehouse are instantaneously performed on a continual basis. Requests for augmentations to the system are made by the administrative team and faculty and promptly performed by the Office of Institutional Effectiveness and Research. This flexibility to create, develop and maintain an open and accessible data system that is completely unique and customizable to the research, data and analysis needs of the district has led to an institution-wide adoption and support of the system in nearly all decision-making processes and policies. SETS is available and accessible to all district faculty, staff, and administration on the public network drive and is also accessible via the college's website for those wishing to have additional remote access off-site. The district has plans in the future to migrate the warehouse into a web-based module (Sharepoint) that will allow for real-time access on the website without the need to download the warehouse file into Microsoft Excel.

Access to such finely disaggregated data has allowed for enhanced efficiencies in many areas within the district because it has drastically improved the college's access to data and strengthened its institutional capacity to become a more inquiry-based college. Faculty, staff, and administrators are

now creating inquiry-based research groups to develop comprehensive research queries addressing student performance, academic quality, and institutional challenges and obstacles facing students. These inquiry-based teams have consistently been using SETS to provide potential solutions for needs identified within the data analysis. Additionally, the inquiry-based teams have created increased and meaningful district-wide dialog regarding these issues. Informally, faculty have reported enhanced discussion and discourse regarding institutional effectiveness in department meetings, all-faculty meetings, and one-on-one conversations on campus.

The use of SETS has provided an opportunity for the college to have a more robust dialog during institutional planning efforts and shared governance committee meetings regarding institution-set standards and key core institutional indicators. Each year the institution submits an Annual Report to the ACCJC updating the Commission on college-wide statistics and data related to enrollment, student performance, student learning outcomes and assessment progress, and a host of other institutional success indicators. For example, the Institutional Planning Committee used SETS as a way to not only identify institution set-standards required by the ACCJC and US Department of Education, but also began to dialog about expanding and developing other pertinent institution set-standards that would promote institutional effectiveness and student success. The Institutional Planning Committee, in collaboration with the Research Committee, will use the 2014-2015 academic year to expand, formalize, and develop new institution set-standards using the new SETS data warehouse as the foundation for that effort. Additionally, as the district works to complete its Student Equity Plan and SSSP Plan both due in fall 2014, the SETS data warehouse has been a vital institutional resource for accessing and analyzing the data for disproportionate impact and effectiveness of academic and student support programs and services.

The college embarked on a year-long strategic plan development process during the 2013-2014 academic year, which included several divisional strategic planning retreats with representation from roughly 200 students, faculty, classified professional staff, and administration. The retreats and forums provided the institutional foundation for creating institutional goals, objectives and outcomes through facilitated discussions and workgroup activities focused on crafting goals, objectives and outcomes for each of the five institutional priorities adopted by the Board of Trustees. Proposed goals and objectives within the Strategic Plan were based on internal data from SETS as well as external data and research thereby promoting the college's use of data to drive planning, decision-making, and the identification of gaps. Strategies identified within the plan were tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met.

Data from SETS has become the foundation for the college's Enrollment Management strategy and planning. As a result of the administrative team relying on this resource to gauge and track enrollment trends, the district has been able to leverage course offerings to ensure that students are provided with ample opportunities to enroll in courses that lead to their educational goals. Specifically, SETS was recently expanded to include data related to wait lists. In previous years, the district had maintained a ten-person wait list for any and all course sections. As a result, critical data was missing to be able to make adjustments to scheduling and course offerings that were

negatively effecting completion of academic and certificate programs as well as transfers. Impacted courses were essentially hidden under the ten-person wait list policy. Due to the recent adjustment in data accessibility and analysis through SETS, it was determined that both core Math and English courses were so severely impacted that many students were basically denied access to primary general education courses. As a result of this discovery, the district administration quickly began maneuvering course offerings to address this impaction and as a result nearly 500 additional seats were added to the fall 2014 schedule in those high-need disciplines. Additionally, the SETS data warehouse has provided the district with an opportunity to be more acutely aware of fill rates for particular courses and to be able to make quick adjustments for courses that are low-enrolled and replacing them with high-need and high-fill courses. During the development of the Midterm Report draft, the college's fill rate was over 90 percent as a result of the prudent and strategic enrollment management tactics to increase enrollment while simultaneously addressing student need. Given that SETS is also able to disaggregate student enrollment trends by campus site, the warehouse has been used extensively to analyze where and when (time) courses should be offered for scheduling maximization.

In order for SETS to have true institutionalization, the district has worked tirelessly to ensure that faculty, staff and administration are familiar, comfortable and proficient in using the SETS warehouse. To that end, the district has offered several trainings throughout the academic year to provide the college community the opportunity to learn how to use the warehouse. Faculty have received trainings during the Teaching and Learning Academies as well as during faculty convocation. Classified staff and administrators have also received training in order to access and utilize the system to its full capabilities. Because the system is extremely interactive, training is essential to maximize functionality. Additional trainings will continue throughout the academic year for all staff.

Recommendation 5: Allocation of Human Resources

In order to meet the standards, the team recommends that the college develop guidelines for determining the minimum numbers of faculty and staff required for a sufficient core in various areas of the college to meet its mission and quality standards. (II.A.2.c, II.B.1, II.C.1, III.A.1, III.A.2, III.A.6)

Institutional Follow-Up 2013 Summary:

- In order to provide a more formalized and coordinated staffing approach, the college developed an operational planning document focused on staffing. The Staffing Plan outlines practices and procedures related to integrating data from program review and the Educational Master Plan to plan and identify staffing needs
- The Staffing Plan was disseminated in draft format to College Council, the Institutional Planning Committee, several college divisions and departments in spring 2013.
- At the time of the Follow-Up Report the college was in the middle of its annual planning and resource allocation cycle. The institution determined that full implementation of the strategies and models within the staffing plan would not be fully implemented until the 2014-2015 academic year to examine, discuss, and fine-tune the Staffing Plan in coordination with the district's three-year comprehensive planning cycle.
- The Joint Hiring Committee was in the process of revamping the faculty hiring process to include a more formalized data-driven model to determine recommendations for future faculty hiring priorities.
- The Joint Hiring Committee created an ad-hoc task force to develop a Faculty Hiring Rubric to be used in creating an annual prioritized faculty hiring list for use during the planning and resource allocation process.
- Human resource planning at Mt. San Jacinto College is integrated with institutional planning through the program review process, in which programs identify their staffing needs in accordance with program goals.
- Requests for additional classified personnel are made within the budget request process. Resource Allocation Proposals (RAPs) are created to request additional staffing.
- The staffing requests are validated and supported through the institutional research and data contained within the program review/annual program assessments. These needs are prioritized and evaluated through the Institutional Planning Committee Prioritization Allocation Rubric (PAR) which is based upon planning elements and program review.

Institutional Midterm Report 2014 Progress on Recommendations for Improvement:

Over the last three years Mt. San Jacinto College has made considerable and marked progress in establishing, maintaining, evaluating, and sustaining systems and institutional processes that use data to strengthen and inform every aspect of the college's short- and long-term planning efforts. As previously outlined in the district's 2011 Self-Study Evaluation and 2013 Follow-Up Report - facility, equipment, professional development, technology, and staffing needs are: 1) all identified through the college's comprehensive program review and annual program assessment processes;

2) validated through the use of disaggregated student, course, and program related data and research; 3) integrated with the college's resource allocation and prioritization models, and 4) supported in the three-year Strategic Plan as well as the college's other long term planning documents (Educational Master Plan, Facilities Master Plan, Distance Education Plan, and Technology Master Plan) that establish set institutional priorities and goals.

The recent improvements made to the college's institutional data warehouse, SETS (as described in the Midterm Report - *Recommendation 4 Response*), has yielded significant advances that now provide the capacity for college faculty, staff and administrators to perform sophisticated and comprehensive gap analyses to determine minimum levels of staffing needed to ensure that the college meets its mission and core standards regarding access, equity, and student success. As a result of SETS, the college is able to review live data related to course and program need and initiate the process for establishing minimum staffing requirements for all areas of the institution. The program review process also requires departments and programs to project hiring needs based on institutional and discipline data that has been disaggregated in the district's data warehouse (SETS).

Data from SETS has become one of the primary sources used to substantiate and identify potential staffing needs at the district. SETS was recently expanded to include data related to wait lists. In previous years, the district had maintained a ten-person wait list for any and all course sections. As a result, critical data was missing to be able to make adjustments to scheduling and course offerings that were negatively effecting completion of academic and certificate programs as well as transfers. Impacted courses were essentially hidden under the ten-person wait list policy. Due to the recent adjustment in data accessibility and analysis through SETS, it was determined that both core Math and English courses were so severely impacted that many students were basically denied access to primary general education courses. Additionally, the data showed various other disciplines that were also severely impacted. Although proactive and strategic enrollment management practices were used to partially reduce the wait list impactation, the data illustrated a critical need at the district to expand offerings which translates into additional full-time faculty and facility needs to ensure that students have access to the courses required to attain their educational goal. One critical element of this analysis, however, is that the data from SETS merely identifies highly impacted academic areas and whether current staffing levels are sufficient to support the district's high quality programs and services. The data does not designate the prioritization of full time faculty positions; rather it simply informs the staffing allocation process. The responsibility of prioritizing full-time faculty hires is through the college's Joint Hiring Committee.

Annually, the Joint Hiring Committee is given a number of positions allocated for full-time faculty hires by the college's Executive Cabinet at the beginning of each academic year (typically during the committee's first meeting which takes place during faculty convocation). The established Joint Hiring process then commences with the committee sharing and distributing the number of faculty positions to be hired, along with a call for hiring proposals to each department and academic program.

In the 2013 Follow-Up Report, Mt. San Jacinto College reported that the Joint Hiring Committee, an ad-hoc of the Academic Senate responsible for prioritizing full-time faculty hires each academic

year, was planning to revamp the faculty hiring process to include a more formalized data-driven model to determine recommendations for future faculty hiring priorities by developing a Faculty Hiring Rubric. In 2012, the Joint Hiring Committee, in collaboration with Human Resources, formed an ad-hoc committee to revise the college's hiring procedures. As part of this process, the ad-hoc committee also updated the hiring proposal form and created a Faculty Hiring Rubric to score each hiring proposal. A section of the faculty hire proposal form specifically requires submissions to tie the request to their academic program review and annual program assessment.

The hiring rubric similarly produces scores based on projected hiring needs centered on institutional and academic program need. The rubric incorporates program review elements to ensure that the hiring process is integrated into the institutional planning process. Proposals are due to the Joint Hiring Committee by the beginning of October of each academic year. The Joint Hiring Committee then convenes to rank each submission, based on the rubric and justification outlined in the hiring proposal. The Joint Hiring Committee produces a list of funded positions and then submits that hiring prioritization list to Executive Cabinet and the President's Office as recommendation for formal approval. Additionally, the Joint Hiring Committee not only determines the position rankings but also ranks unfunded positions. This list of unfunded full-time faculty positions is then carried over into the next academic year to help in determining hiring priorities, regardless of the funding mechanism.

After utilizing the new Faculty Hiring Rubric in 2013-2014 planning and budget cycle, it was determined by the Joint Hiring Committee and other faculty feedback that the rubric needed significant revisions and improvements. Improving and revising the rubric is the major activity planned for the Joint Hiring Committee during the 2014-2015 academic year.

In the two previous planning cycles (due to the economic crisis facing all community colleges in California), the college was unable to fund requests for new positions and also experienced a "freeze" in all position recruitments. During the 2013-2014 planning and budget allocation cycle, the college leadership permitted the submission of personnel requests through the budget development process. Program managers submit their classified personnel needs as part of their annual budget development. In the resource allocation process, Resource Allocation Proposals (RAPs) are created to request additional staffing. The staffing requests are validated and supported through the institutional research and data contained within the program review/annual program assessments. These needs are prioritized and evaluated through the Institutional Planning Committee Prioritization Allocation Rubric (PAR) which is based upon planning elements and program review. For personnel requests, the PAR acts as the college's checklist for determining that staffing needs are 1) related to short- and long-term planning models (Strategic Plan, Educational Master Plan and Facilities Master Plan) and connected to the mission of the institution; 2) addressing a verifiable need and substantiated with institutional and external data; 3) tied to program goals and objectives that are measurable, evaluated and assessed; and 4) supported by the unit and division structures.

Although the PAR provides an extremely valuable mechanism to ensure that other resource needs (facilities, equipment, technology, professional development, etc.) are prioritized, the PAR does not adequately rank or prioritize the classified/administrative personnel requests; rather, the PAR

simply validates that staffing requests address institutional gaps and needs. As such, the Institutional Planning Committee has been working collaboratively over the last academic year to develop a Hiring Rubric for classified and administrative positions. This rubric is similar in nature to the Faculty Hiring Rubric and will provide the mechanism by which the institution can prioritize all classified and administrative positions each year. A draft Hiring Rubric was developed during the 2013-2014 academic year, and the college is institutionalizing the rubric into the 2014-2015 planning and resource allocation cycle. Additionally, the college plans to evaluate and assess the effectiveness of the new rubric in spring 2015 and make modifications as needed for subsequent resource allocation cycles.

Once both the Faculty Hiring Rubric and Classified/Administrative Hiring Rubrics are fully implemented in the 2014-2015 planning and resource allocation cycle, the prioritized listing of positions will be embedded annually within the Staffing Plan to recommend future staffing priorities that support the college's mission. Additionally, utilizing data from SETS, the minimum staffing levels required to ensure institutional effectiveness will also be included in the Staffing Plan. The refinement of the Staffing Plan and its complementary processes has been established as an ongoing goal of the Mt. San Jacinto College's Strategic Plan (2014-2017).

Response to Self-Identified Improvement Plans

The following section identifies the institution's status on the self-identified improvement plans (formally planning agendas) from the Institutional Self Evaluation Report. Specific timelines for completion and responsible parties have also been identified to demonstrate the progress since the team visit in fall 2011.

STANDARD I.A

Improvement Plan I.A.1 (1)

Mt. San Jacinto College will complement the mission statement by adopting a values statement. The draft value statement was finalized by a task force during the spring 2011 term. Approval and formal publishing of the values statement is scheduled for the fall 2011 semester

Improvement Plan Status: Complete

The college has maintained an active Vision, Values, and Mission Task Force to review, evaluate, and revise the institution's planning statements. The Task Force is representative of all governance and constituent groups at the institution and acts as an ad-hoc to the Institutional Planning Committee. Recommendations from the Institutional Planning Committee are forwarded to College Council, the central participatory governance body which formally recommends approval to the Board of Trustees. Throughout the last three years, the Task Force has met regularly and collaboratively developed an institutional values statement which was formally adopted by the Board of Trustees in November 2011. Since that time, the values statement has been published on the Mt. San Jacinto College website and other institutional publications that are available to students, staff, faculty, and community members. As part of the institution's Board Policy, the values statement along with the mission and vision statement is assessed, reviewed, and revised on a continuous three year cycle. In keeping with this planning cycle, the mission and vision statements were revised in 2013-2014 and the Values Statement is slated for formal review in 2014-2015.

Evidence:

- [Values Statement](#)
- [Vision, Values, Mission Task Force, Agenda, September 22, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, September 22, 2011](#)
- [Vision, Values, Mission Task Force, Agenda, October 27, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, October 27, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, April 27, 2012](#)
- [Vision, Values, Mission Task Force, Agenda, October 16, 2013](#)
- [Vision, Values, Mission Task Force, Minutes, October 16, 2013](#)
- [Vision, Values, Mission Task Force, Agenda for Mission Retreat, March 19, 2014](#)
- [Institutional Planning Committee, Agenda, May 17, 2011](#)
- [Institutional Planning Committee, Minutes, May 17, 2011](#)

- [College Council, Agenda, September 6, 2011](#)
- [College Council, Minutes, September 6, 2011](#)
- [Board of Trustees, Agenda, October 13, 2011](#)
- [Board of Trustees, Minutes, October 13, 2011](#)
- [Board of Trustees, Agenda, November 10, 2011](#)
- [Board of Trustees, Minutes, November 10, 2011](#)
- [MSJC Website, Values Statement Publication](#)
- [MSJC College Catalog, Values Statement Publication](#)

Improvement Plan I.A.1 (2)

Through the Vision and Values task force develop a vision statement by the end of 2011-2012.

Improvement Plan Status: Complete

Through the collaborative work of the Vision, Values and Mission Task Force, a preliminary draft of the vision statement was developed in April 2012. The draft vision statement was then routed through the participatory governance structure, which included the Institutional Planning Committee (IPC) and Executive Cabinet for initial feedback and input in May 2012. Early dialog among these two governance and institutional leadership groups indicated that further development was necessary prior to full vetting by the college community. As such, the Vision, Values, and Mission Task Force formally presented the concept of the vision statement to IPC again in fall 2012 and it was recommended that the Task Force rework the draft statement to better substantiate a vision for the college. The Task Force reconvened in spring 2013 to revise the draft vision statement. Through several collaborative working retreats over 2013-2014, the Task Force developed a revised draft of the vision statement for institutional consideration. The draft vision statement was presented to IPC in spring 2014 and was recommended for approval to College Council. It is anticipated that the vision statement will be approved by College Council and the Board of Trustees in fall 2014.

Evidence:

- [Vision Statement \(Draft\)](#)
- [Vision, Values, Mission Task Force, Agenda, September 22, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, September 22, 2011](#)
- [Vision, Values, Mission Task Force, Agenda, October 27, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, October 27, 2011](#)
- [Vision, Values, Mission Task Force, Minutes, April 27, 2012](#)
- [Vision, Values, Mission Task Force, Agenda, October 16, 2013](#)
- [Vision, Values, Mission Task Force, Minutes, October 16, 2013](#)
- [Institutional Planning Committee, Agenda, April 15, 2014](#)
- [Institutional Planning Committee, Minutes, April 15, 2014](#)
- [College Council, Agenda, June 23, 2014](#)
- [College Council, Minutes, June 23, 2014](#)

- [College Council, Agenda, September 8, 2014](#)
- [College Council, Minutes \(Draft\), September 8, 2014](#)

Improvement Plan I.A.4

In fall 2011, the Institutional Planning Committee will develop and formalize a Strategic Plan that integrates institutional resources and plans.

Improvement Plan Status: Complete

The college embarked on a year-long strategic plan development process in 2010-2011 which included several divisional strategic planning retreats with representation from roughly 200 students, faculty, classified professional staff, and administration. Community forums in each of the four primary service areas within the district's boundaries were held as well with community leaders, business and industry professionals, k-12 local educational agencies and other members of the local region. The retreats and community forums provided the institutional foundation for creating institutional goals, objectives and outcomes through facilitated discussions and workgroup activities focused on crafting goals, objectives and outcomes for each of the five institutional priorities adopted by the Board of Trustees. Proposed goals and objectives within the Strategic Plan were based on both internal and external data and research thereby advancing the college's initiative to be more data-driven. Strategies identified within the plan were tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met.

Drafts of the Strategic Plan were formally vetted with institutional leadership and all participatory groups for recommendation for approval by the Board of Trustees in spring 2011. Mt. San Jacinto College Board of Trustees approved the three-year Strategic Plan that establishes set institutional priorities, goals, objectives, and measurable outcomes that directly support the college's mission statement in fall 2011. This comprehensive planning process was documented on the Institutional Effectiveness website so that progress could be recorded and used to support the evaluation of the plan. Additionally, the college has successfully used the Strategic Plan goals and objectives to drive the college's allocation prioritization processes. Resource requests are ranked using a prioritization rubric in support of the college's Strategic Plan.

The college completed its final year of the three-year Strategic Plan during this recent academic year 2013-2014. A midterm progress report regarding the status of the 2011-2014 Strategic Plan was presented to faculty during the fall 2012 Convocation and to the Board of Trustees in January 2013. A secondary status report was provided to the Board of Trustees in January 2014 outlining the accomplishments of the district relative to the institution's priorities and goals. A final report highlighting the full evaluation and assessment of the 2011-2014 Strategic Plan is currently in development.

In early fall 2013 Mt. San Jacinto College began the process for developing a new Strategic Plan for the next three-year cycle. Following a similar planning structure and timeline, the district has

completed a draft of the 2014-2017 Strategic Plan with plans to share the final version with the college community in early fall 2014 for recommendation for approval by the Board of Trustees.

Evidence:

- [Strategic Plan 2011-2014](#)
- [Strategic Plan Progress Report - Convocation Presentation](#)
- [Strategic Plan Progress Report Presentation to the Board of Trustees](#)
- [Strategic Plan Status Report – January 2014](#)
- [Strategic Plan – Institutional Effectiveness Website](#)
- [Board of Trustees, Agenda, September 8, 2011](#)
- [Board of Trustees, Minutes, September 8, 2011](#)
- [Institutional Planning Committee, Agenda, May 17, 2011](#)
- [Institutional Planning Committee, Minutes, May 17, 2011](#)
- [College Council, Agenda, August 8, 2011](#)
- [College Council, Minutes \(Information Only – Quorum not met\), August 8, 2011](#)
- [2013-2014 Resource Allocation Proposal \(RAP\)](#)
- [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
- [Strategic Plan 2014-2017 Draft](#)

STANDARD I.B

Improvement Plan I.B.5

In fall 2011, faculty will upload the assessment data from the previous spring semester into eLumen, to use in the three-year Program Review cycle due at the end of October.

Improvement Plan Status: Complete – Ongoing

In 2011, Mt. San Jacinto College adopted eLumen as the institution's clearinghouse tool for tracking student learning outcomes and assessment. Over the last three years, the college worked to train faculty, staff, and administrators to use the new system, incorporate the outcome data into the three-year program review and annual program assessment reports, and assess and share data through the college's integrated planning and budget allocation process, various shared governance committees, departments and units. All program review and annual program assessment reports continue to include student learning outcome assessment data and analysis, alignment of goals with assessment outcomes and institutional data, and identifying and justifying resource allocation requests using the data.

Currently only faculty and other key administrators and staff have access to the online system; however, the institution is planning to open access for students to use eLumen. Access to eLumen will create yet another opportunity for students to view learning outcomes for their specific course and enable them to view the results for all course assessments they have completed.

Evidence:

- [eLumen website](#)
- [eLumen Assessment Report](#)
- [Program Review Handbook](#)
- [Program Review and Annual Program Assessments \(2011, 2012, 2013, 2014\)](#)

STANDARD II.A

Improvement Plan II.A.2.b

During the 2011-2012 academic year faculty will be instructed to include SLO information on their syllabi. To support and clarify this change this will be discussed at the fall convocation. Also, the Syllabus Checklist will be updated to reflect the change and be electronically distributed to full-time and part-time faculty as well as be available online.

Improvement Plan Status: Complete

Mt. San Jacinto College ensures that students have a clear and concise description of program and course learning outcomes through several different methods.

Learning outcomes (program and institutional learning outcomes) are posted and accessible on the Office of Institutional Effectiveness and Planning website for faculty, staff, students, and the public. Institutional learning outcomes and program learning outcomes are also outlined in the college catalog which students can access both online and in hard-copy format.

During the 2011-2012 academic year, the Academic Senate approved a new process to require that all course syllabi include student learning outcomes. Documents pertaining to syllabus development, such as the Syllabus Checklist, were updated to reflect this change and were electronically distributed to full-time and part-time faculty, were made available online, and discussed during the associate faculty orientation and full time faculty convocation. Faculty are also required to submit copies of each course syllabi to his/her supervising dean.

In every class section students receive a course syllabus that specifies learning outcomes consistent with the institution's officially approved course outline. The new process ensures that students understand the student learning outcome expectations of the course. These expectations are determined by the department and based on various performance indicators embedded in each course outline of record.

The Faculty Handbook is also revised each academic year. The handbook is available online and also includes information about the incorporation of outcomes in syllabi. Deans include reminders about the inclusion of outcomes in their e-mail communications with faculty during the summer and at the start of each semester.

Evidence:

- [Syllabus Checklist](#)
- [Faculty Handbook](#)
- [Executive Senate Agenda, November 22, 2011](#)
- Course Syllabi Samples ([History](#), [Math](#), [English](#), [Child Development and Education](#), [Chemistry](#))

Improvement Plan II.A.2.f

The Strategic Plan and related processes are still in development and are expected to be implemented during fall 2011.

Improvement Plan Status: Complete

{See Response to Improvement Plan I.A.4}

Evidence

- [Strategic Plan 2011-2014](#)
- [Strategic Plan Progress Report - Convocation](#)
- [Strategic Plan Progress Report Presentation to the Board of Trustees](#)
- [Strategic Plan Status Report – January 2014](#)
- [Strategic Plan – Institutional Effectiveness Website](#)
- [Board of Trustees, Agenda, September 8, 2011](#)
- [Board of Trustees, Minutes, September 8, 2011](#)
- [Institutional Planning Committee, Agenda, May 17, 2011](#)
- [Institutional Planning Committee, Minutes, May 17, 2011](#)
- [College Council, Agenda, August 8, 2011](#)
- [College Council, Minutes \(Information Only – Quorum not met\), August 8, 2011](#)
- [2013-2014 Resource Allocation Proposal \(RAP\)](#)
- [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
- [Strategic Plan 2014-2017 Draft](#)

Improvement Plan II.A.2.g

The Assessment Council is currently defining and establishing non-biased measures of student learning. They plan to distribute these measures by the 2011-2012 academic year.

Improvement Plan Status: Complete – Ongoing

The learning outcomes for each course are developed by the faculty within that discipline and are the same across all sections. Common assessment tools and rubrics are used across all sections of a given course. Throughout the assessment process the faculty give feedback to one another regarding the learning outcomes as well as the assessments. Faculty use a variety of assessment

tools to validate the student learning being measured. Most programs have utilized some form of multiple choice questions as well as essays or student demonstrations. Each course can be assessed using any of the various instruments the faculty deem will be useful in assessing the various outcomes.

The Assessment Council has been folded into the Institutional Program Review committee to better insure the connection between assessment of student learning outcomes leading to improvement in student learning and finally programmatic changes as a result of the assessments. This has resulted in conversations regarding program alignment, scheduling, and some adjustment of both the program learning outcomes as well as the course learning outcomes which have led to better alignment of programs and outcomes.

Evidence:

- [Assessment Council Agendas/Minutes](#)
- [Institutional Program Review Committee Agendas/Minutes](#)
- [Learning Outcomes Inventory Report](#)

Improvement Plan II.A.7.b

Complete an Administrative Procedure 5500 *Standards of Conduct* and Administrative Procedure 5520 *Student Discipline Procedures* by the end of 2011-2012.

Improvement Plan Status: Complete

Annually, Mt. San Jacinto College leadership participates in a Board Policy and Administrative Procedure retreat to review, update and revise as necessary all board policies and administrative procedures. During the spring 2012 Board Policy and Administrative retreat, Student Services leadership and staff reviewed and updated Administrative Procedure 5500 *Standards of Conduct* and Administrative Procedure 5520 *Student Discipline Procedures*. The administrative procedures were formally approved and adopted by Executive Cabinet and included in the Board Policy and Administrative Procedure Manual in March 2013. A link to the new updated policies and procedures is also disseminated to the college community through the district's online newsletter – MSJCLinks. All student discipline issues since July 2013 have adhered to the newly revised administrative procedures regarding standards of conduct and student discipline.

Evidence:

- [Board Policy Manual](#)
- [Administrative Procedures Manual](#)
- [Board Policy and Administrative Procedure Retreat Flyer, June 12, 2012](#)
- [Board Policy and Administrative Procedure Retreat Agenda, June 12, 2012](#)

STANDARD II.B

Improvement Plan II.B.2.c (1)

Incorporate the updated grievance process in the Student Handbook and Orientation Guide and the 2012-2013 catalog.

Improvement Plan Status: In Progress

Based on the recommendation of this improvement plan, the college incorporated the existing grievance process into the Mt. San Jacinto College Catalog for the 2012-2013 academic year. No changes were made to the published grievance process at that time as updates were being reviewed by the Student Services Committee.

During 2012-2013 academic year, the Student Services Committee overhauled the entire grievance process. The process was approved by the Student Services Committee and forwarded through the college's participatory governance structure for formal approval/adoption. The new grievance process was published in the 2013-2014 Mt. San Jacinto College Catalog with plans to be incorporated into the catalog annually.

The Student Handbook and Orientation Guide is in the process of being updated. The new grievance process has been incorporated into the current handbook and guide draft. The tentative completion timeline for the handbook and guide is slated for fall 2014. Copies of the handbook and guide will be made available online and in a hard-copy printed format.

Evidence:

- [Student Handbook and Orientation Guide](#)
- [MSJC Catalog 2012-2013](#)
- [MSJC Catalog 2013-2014](#)
- [Student Services Committee Agenda/Minutes](#)
- [Grievance Process](#)

Improvement Plan II.B.2.c (2)

Implement the computerized archival program for reporting all complaints, grievances and violations of Student Conduct during fall 2011.

Improvement Plan Status: Complete

The computerized archival program, Advocate by Symplicity, was fully implemented, and has been in use since fall 2011. All complaints are processed through the Advocate system and are automatically archived. The Advocate system tracks all complaints, including academic or conduct related complaints. Additionally, the Advocate system features a comprehensive reporting tool structure that allows for data and statistics regarding the type of complaints received and the campus site/location. The system also tracks incidents that are Clery Reportable crimes and

provides a mechanism to track whether if a student has multiple incidents even if on different campuses.

Evidence:

- [Advocate by Simplicity Public Report](#)
- [Student Conduct website](#)
- [AP 5520 Student Discipline Procedures](#)
- [Conduct Form](#)
- [Student Handbook and Orientation Guide](#)

Improvement Plan II.B.3.c

A comprehensive online Counseling program will be developed to serve detailed student inquires and educational planning through a secure online environment.

Improvement Plan Status: In Progress

Mt. San Jacinto College is currently exploring the possibility of developing a new student portal that could potentially provide for a secure online counseling environment for students without the need to implement new costly software. As a result of this new strategic direction, the college is discontinuing this component of the Improvement Plan until further discussions and planning can take place.

While the institution is further investigating options for a developing a secure online student portal that features a counseling component, Mt. San Jacinto College has begun to develop an electronic student education plan module independent of the student portal. In 2011, Mt. San Jacinto College was awarded a \$4.9 million Hispanic-Servicing Institution CCRAA grant from the U.S. Department of Education that promotes student success. As part of the grant, Mt. San Jacinto College is developing an electronic student education plan module. At this time, the module is in development with various representatives from Information Technology, Counseling, Admissions and Records, and Curriculum assisting in the back-end design of the module. The electronic Student Education Plan will be piloted to a small cohort of students in spring 2015 with plans to broaden the cohort to a larger population of students after the successful implementation and evaluation of the initial pilot.

Evidence:

- [Student Education Planning](#)
- [STEM Grant Proposal](#)

Improvement Plan II.B.3.e

Complete the disproportionate impact study during the 2011-2012 academic year.

Improvement Plan Status: Complete

In spring 2011-2012 Mt. San Jacinto College conducted an Accuplacer cut-score validation survey to determine if the assessment cut-score were placing students accurately into Math and English courses at the institution.

In the fall of Academic Year 2011-12 MSJC collected access and performance data on students by the following disaggregated student demographic groups. Gender, Ethnicity, Age, & DSPS.

Evidence:

- [Equity Data Warehouse](#)
- [Summary of Accuplacer Validation Survey](#)

STANDARD II.C

Improvement Plan II.C.1.a

A student satisfaction survey is being developed and will be piloted in the fall 2011.

Improvement Plan Status: Complete

A 22-question student satisfaction survey evaluating library services and collections was developed, implemented and piloted by fall 2011.

Evidence

- [Library Services and Collection Student Satisfaction Survey Results](#)

Improvement Plan II.C.1.b

Ongoing discussions about assessment and evaluation of SLOs for information competencies are occurring and a student pre and post orientation survey will be implemented in the fall 2011.

Improvement Plan Status: Complete

Learning Outcome assessment dialog initiated in fall 2011 and active assessment was implemented in spring 2012. However, due to workload reduction cuts, Library courses have been suspended from the schedule indefinitely. It is unclear when the classes will return to the schedule.

Evidence:

- [2012 Menifee Valley Campus Library Annual Program Assessment](#)

Improvement Plan II.c.1.d

Renovations and additional maintenance is planned and implemented with the college's Facilities Planning and Management department.

Improvement Plan Status: Complete

Library and Learning Resource Center renovation/maintenance projects have been planned and implemented with Facilities Planning and Management. Specific projects include but are not limited to the English as a Second Language (ESL) computer lab (completed), Menifee Valley Campus Library stairway traction pads (completed) and Supplemental Instruction space (adjusted). The Supplemental Instruction space project, which was originally targeted for placement in the Library/LRC buildings, was adjusted and facilities were identified and used in other campus buildings.

Evidence:

- [2012 Unit Plan](#)
- [San Jacinto Campus Library Program Review 2011](#)
- [Maintenance and Operations Work Order #SJC-8033 \(ESL Project\)](#)

Standard III.A

Improvement Plan III.A.1.b (1)

Complete development of a comprehensive tracking and notification process to ensure that evaluations are submitted in a timely manner for all Mt. San Jacinto College employees.

Improvement Plan Status: In Progress

The Human Resources Department successfully developed a comprehensive employee evaluation tracking and notification process for all employee classifications (Administrator, Faculty, Associate Faculty, and Classified Staff). The new process was implemented during the 2013-2014 academic year.

The process for administrative evaluations has been completed and fully implemented. Supervisors of administrative personnel are provided notification from Human Resources regarding the deadline for evaluations. Evaluations are completed and submitted to Human Resources. Follow-up notifications are also distributed should an evaluation not be received by the deadline. All administrative evaluations were completed in the 2013-2014 cycle.

A tracking and notification process for both full-time faculty and associate faculty has been developed and implemented. Although both full-time faculty and associate faculty follow procedures outlined in each unit's respective collective bargaining unit, Human Resources works

with Instruction and Student Services division regarding timelines for evaluations of full-time faculty and associate faculty.

Similarly, classified staff are evaluated based on the procedures outlined in the unit's bargaining contract. Human Resources notifies supervisors and administrators regarding timelines for evaluations of classified professional staff.

Evidence:

- Sample Evaluation Reports – [Administrators](#) and [Classified](#) Staff

Improvement Plan III.A.1.b (2)

Develop an assessment process to provide for continuous improvement of the newly developed comprehensive tracking and notification system.

Improvement Plan Status: In Progress

As outlined in the previous response to Improvement Plan III.A.1.b (1), the college has developed an employee evaluation tracking and notification system. This process was recently implemented in 2013-2014. Given the recent deployment of the new process, full assessment and evaluation of the system has yet to be completed. Informal internal dialog within the Human Resources department as well as communication with key external stakeholders has taken place throughout the past year so that improvements and adjustments to the manual process can be made promptly. Based on initial feedback from the field, the new evaluation tracking system has been effective in notifying supervisors regarding employees' evaluation deadlines ensuring that evaluations are completed on time.

Evidence:

- Sample Evaluation Reports – [Administrators](#) and [Classified](#) Staff

Improvement Plan III.A.1.c (1)

By fall 2012 complete the process of incorporating participation in the development, assessment and evaluation of SLOs into the faculty performance evaluation.

Improvement Plan Status: In Progress

Since the 2011 Self Study, Mt. San Jacinto College has made significant progress towards ensuring that faculty and others directly responsible for student progress toward achieving stated student learning outcomes are actively participating in producing those learning outcomes. To date, 100 percent of all courses have defined student learning outcomes; over 52 percent of courses have ongoing assessment; over 82 percent of college programs have ongoing assessment of learning

outcomes and five of the six core competencies have been assessed. All faculty are expected to participate in the development of course, program, and degree level learning outcomes.

Faculty participation in the development and assessment of learning outcomes and evaluation of assessment results is incorporated informally into the self-evaluation process where leadership in producing student learning outcomes is discussed. Given this sustained progress, Mt. San Jacinto College has opted to continue encouraging faculty participation. Formalizing participation into the faculty performance evaluation will require negotiation between CTA and the college. At this time, this item is not part of the current negotiation and may need to be revisited during the next cycle of contract negotiation.

Evidence

- [Faculty Evaluation Forms Website](#)
 - Includes the following:
 - Full-Time Faculty Evaluation Cover Letter
 - Classroom Observations Guideline Sheet
 - Class Observation-Teaching Faculty form
 - Team Class Observation Evaluation Summary form
 - Administrative Review form
 - Peer Evaluation Guidelines for Online Instruction, November 2004.
 - Regular Effective Contact Policy
 - MSJC Student Evaluation
 - Self-Evaluation
 - Relevant pages from the contract-pp. 42-44

Improvement Plan III.A.1.c (2)

By fall 2012 develop a checklist for administrators performing faculty evaluations to serve as a guide for administrators conducting faculty evaluations to ensure the process is consistent across all locations and evaluators. The checklist will include development, assessment and utilization of SLOs as an indicator of faculty effectiveness.

Improvement Plan Status: In Progress

{See Response to Improvement Plan III.A.1.c.1}

Evidence:

- [Faculty Evaluation Forms Website](#)
 - Includes the following:
 - Full-Time Faculty Evaluation Cover Letter
 - Classroom Observations Guideline Sheet
 - Class Observation-Teaching Faculty form
 - Team Class Observation Evaluation Summary form

- Administrative Review form
- Peer Evaluation Guidelines for Online Instruction, November 2004.
- Regular Effective Contact Policy
- MSJC Student Evaluation
- Self-Evaluation
- Relevant pages from the contract-pp. 42-44

Improvement Plan III.A.1.c (3)

By fall 2012 modify management position descriptions to include effectiveness in producing stated administrative unit outcomes that promote student learning outcomes as a representative duty. This will become a formal responsibility as part of the performance evaluation for management personnel.

Improvement Plan Status: In Progress

Mt. San Jacinto College recently purchased NEOGov, a software program that manages and tracks the institution's hiring and recruitment processes. The system was purchased in spring 2014 and is currently being piloted in fall 2014. As a result, management job position descriptions have not been updated to include responsibilities related to the promotion of student learning outcomes until the new system is in full implementation. Once the pilot is completed, evaluated and assessed, the district will move to update the management position descriptions to include responsibility for producing and promoting student learning outcomes. Currently, new management job descriptions focus on responsibilities related to planning and institutional effectiveness and therefore the addition of verbiage of student learning outcomes will be seamless.

Evidence:

- [NEOGov implementation emails](#)
- [Sample – New Management Job Descriptions](#)

Improvement Plan III.A.1.d

Develop, adopt, and disseminate a code of professional ethics for faculty and staff by academic year 2012-2013.

Improvement Plan Status: Complete

Mt. San Jacinto College developed, adopted and disseminated a code of professional ethics for faculty and staff. Board Policy and Administrative Procedure 3050 has been published in the Mt. San Jacinto College Board Policy and Administrative Procedure Manual which is available on the website.

Evidence:

- [Board Policy 3050](#)
- [Administrative Procedure 3050](#)
- [Board Policy Manual](#)
- [Administrative Procedures Manual](#)

Improvement Plan III.A.2

Integrate the full-time faculty joint hiring process into the institutional planning process so that full-time faculty positions are prioritized on an annual basis regardless of funding availability.

Improvement Plan Status: Complete – Ongoing

The Joint Hiring Committee (JHC) is an Academic Senate subcommittee tasked with allocating and prioritizing full-time faculty hires each academic year. The JHC is given a number of positions allocated for full-time faculty hires by the Executive Cabinet at the beginning of each academic year (typically during the committee's first meeting which takes place during faculty convocation). The JHC then shares and distributes the number of faculty positions to be hired, along with a call for hiring proposals to each department and academic program.

In 2012, the JHC, in collaboration with Human Resources, formed an ad-hoc committee to revise the college's hiring procedures. As part of this process, the ad-hoc committee also updated the hiring proposal form and created a rubric to score each hiring proposal. A section of the faculty hire proposal form specifically requires submissions to tie the request to their academic program review. The program review process also requires departments and programs to project hiring needs based on institutional and discipline data that has been disaggregated.

The hiring rubric similarly produces scores based on projected hiring needs centered on institutional and academic program need. The rubric incorporates program review elements to ensure that the hiring process is integrated into the institutional planning process. Proposals are due to the JHC by the beginning of October of each academic year. The JHC then convenes to rank each submission, based on the rubric and justification outlined in the hiring proposal. The JHC produces a list of funded positions and then submits that hiring prioritization list to Executive Cabinet and the President's Office for formal approval. Additionally, the JHC not only determines the position rankings but also ranks unfunded positions. This list of unfunded full-time faculty positions is then carried over into the next academic year to help in determining hiring priorities, regardless of the funding mechanism.

After utilizing the new hiring rubric in 2013-2014, it was determined by the JHC and other faculty feedback that the rubric needed significant revisions and improvements. Improving and revising the rubric is the major activity planned for the JHC during the 2014-2015 academic year.

Evidence:

- [Joint Hiring Committee Agenda and Minutes](#)
- [Hiring Procedures for Full-time Faculty](#)
- [Full-time Faculty Hiring Proposal Form](#)
- [Full-time Faculty Hiring Rubric](#)
- [Joint Hiring Committee Website](#)

Improvement Plan III.A.3.a

As policies and procedures are updated, they will be disseminated to all employees.

Improvement Plan Status: Complete - Ongoing

Mt. San Jacinto College utilizes a Board Policy and Administrative Procedure Manual to assist in efficient distribution and publication of all institutional processes and policies to the college community. Specifically, as policies and procedures are updated and approved through the participatory governance structure and, as appropriate, the Board of Trustees, the manual is updated and revised on the college website. The dissemination of all updated policies and procedures are spearheaded by the President's Office. Updates and/or changes to policies and procedures are consistently communicated to college constituents through the manual, a list of recently updated policies and procedures on the district's website, and notifications in the college's MSJCLinks and Weekly RoundUp publications.

Evidence:

- [Board Policy Manual](#)
- [Administrative Procedure Manual](#)
- [Policies and Procedures Website Showing Recent Revisions](#)

Improvement Plan III.A.5.b (1)

To further enhance the standard the district will design and implement a comprehensive district-wide professional development program, consolidating all campus professional development programs under one coordinating entity by 2013.

Improvement Plan Status: In Progress

In the fall of 2013, the Faculty Flex Committee merged with the Professional Development Committee with the goal of creating a new charge for district-wide staff development. Under the new structure, the focus was to provide all employee groups i.e., administrators, faculty, supervisory/confidential, and classified staff with professional development opportunities.

The merging of the two entities has proven challenging with meeting times and availability of members making it difficult to achieve quorum during the spring 2014 semester. The college has had some success breaking into smaller sub-groups to achieve specific goals. For example, a sub

group of members were able to design and implement a survey to all college constituents to assess professional development needs.

The Year End Shared Governance report from the Professional Development Committee clarified the need for a reconsideration of the structure of the committee.

Professional Development has been identified as a priority for the Academic Senate along with the district. Members of Executive cabinet, Academic Senate, and Classified Senate will meet during the fall 2014 semester to determine a process for consolidating all campus professional development programs under one coordinating entity.

Evidence:

- [Professional Development Committee Agenda/Minutes](#)
- [Professional Development Survey Results](#)
- [Professional Development Annual Report for 2013-14](#)

Improvement Plan III.A.5.b (2)

Reactivate the Staff Development Committee in fall 2011.

Improvement Plan Status: Completed - Ongoing

The Professional Development Committee was reactivated September 2011. The committee met throughout the 2012-2013 and 2013-2014 academic years and began to develop its charge, membership, and goals. In attempt to centralize professional development throughout the district, the committee structure shifted to include Faculty FLEX and classified professional development. Although the centralization of professional development was a goal of the committee, challenges regarding the committee's structure and purpose began to manifest. As a result, the committee created an ad-hoc task force to strategize and develop an implementation plan for the committee. This ad-hoc task force will meet throughout the 2014-2015 academic year to develop the committee's infrastructure.

Evidence:

- [Professional Development Committee Agenda/Minutes](#)
- Shared Governance Standing Committee Status Report ([Mid-Year](#) and [Year-End](#))

Improvement Plan III.A.6 (1)

By 2012, the district will develop a district-wide staffing plan to support the personnel needs of the district. In the future as resources become more available and are allocated, the effective assessment of personnel allocation will be at the forefront as the Budget Committee and Institutional Planning Committee will become more involved in capturing this data on past and future allocations.

Improvement Plan Status: In Progress

In order to provide a more formalized and coordinated staffing approach, the college committed to developing an operational planning document focused on staffing. The purpose of the Staffing Plan is to identify current and future staffing levels and to recommend future staffing priorities that support the college's mission and integrate data from program review and the Educational Master Plan. To expedite the development of a comprehensive Human Resources Staffing Plan, Mt. San Jacinto College hired an external consultant to act as the primary lead on the initial draft of the master plan document. The consultant was hired in fall 2011 after the completion of the Self Study and finalized the first draft of the plan in fall 2012. Over the course of the 2011-2012 academic year, the consultant worked closely with the Human Resources department and gathered relevant institutional data and information regarding evaluation of services, the district's mission, goals and staffing needs, staffing inventories per the three-year comprehensive program review, and the overall growth of the college.

Several drafts of the Staffing Plan have been developed and are slated for distribution to and feedback from college constituent groups including College Council, Institutional Planning Committee, college divisions and departments. The Staffing Plan takes into consideration the emphasis placed in the Educational Master Plan, Strategic Plan, and the other ancillary but vitally important master plans (Technology, Distance Education, and Facilities) on the minimum staffing needs of the college.

Since the college is currently in the middle of its annual planning and resource allocation cycle, the institution determined that full implementation of the strategies and models within the Staffing Plan will not be fully implemented until the next academic year to coincide with the college's full three-year planning cycle.

Evidence

- [Staffing Plan Draft](#)
- [Resource Allocation Proposals/Prioritization Allocation Rubric – Personnel Requests](#)

Improvement Plan III.A.6 (2)

Develop a process to determine faculty hiring priorities that is data driven linked to institutional planning and Program Review.

Improvement Plan Status: Complete – Ongoing

{See Response to Improvement Plan III.A.2}

Evidence:

- [Joint Hiring Committee Agenda and Minutes](#)
- [Hiring Procedures for Full-time Faculty](#)

- [Full-time Faculty Hiring Proposal Form](#)
- [Full-time Faculty Hiring Rubric](#)
- [Joint Hiring Committee Website](#)

Improvement Plan III.A.6 (3)

Using the new process, create a prioritized faculty hire list annually.

Improvement Plan Status: Complete – Ongoing

{See Response to Improvement Plan III.A.2}

Evidence:

- [Joint Hiring Committee Agenda and Minutes](#)
- [Hiring Procedures for Full-time Faculty](#)
- [Full-time Faculty Hiring Proposal Form](#)
- [Full-time Faculty Hiring Rubric](#)
- [Joint Hiring Committee Website](#)

STANDARD III.B

Improvement Plan III.B.1

The district will develop an Administrative Procedure for Safety Inspection for both on- and off-campus facilities. Further, the district will review the feasibility of adding a Compliance Officer to assist with annual inspection reports and compliance issues.

Improvement Plan Status: In Progress

The Physical Resource Committee identified the on- and off-site inspections as a goal of the committee in the 2012-2013 academic year. Unfortunately, this goal was not addressed during that academic year and the issue of inspections, as well as, the corresponding administrative procedure for on- and off-site inspections were the first item of business for the committee in 2013-2014. A draft copy of the administrative procedure was developed and distributed to the Physical Resource Committee in February 2014. The draft procedure was then forwarded to the Budget Committee where it was approved and forwarded to Executive Cabinet for formal approval and adoption. At present, the procedure is pending approval by Executive Cabinet at its next Board Policy and Administrative Procedure retreat.

With the retirement of the district's Compliance Officer in June 2013, the district Risk Coordinator was assigned to the Physical Resource Committee and assists with the compilation and coordination of the on- and off-safety inspections for the district. The Risk Coordinator will also

present the draft administrative procedure to the Safety Committee for further vetting and approval.

Evidence:

- [Physical Resource Committee Agenda/Minutes](#)
- [Physical Resource Committee Charge/Goals](#)
- [Keenan Inspection with Updates and Recommendations](#)

Improvement Plan III.B.1.b (1)

Develop Administrative Procedures for On-Site and Off-Site Safety Inspections.

Improvement Plan Status: In-Progress

{See Response to Improvement Plan III.B.1.b}

Evidence:

- [Physical Resource Committee Agenda/Minutes](#)
- [Physical Resource Committee Charge/Goals](#)
- [Keenan Inspection with Updates and Recommendations](#)

Improvement Plan III.B.1.b (2)

In conjunction with the off-site property management firms, create off-site inspection protocols.

Improvement Plan Status: In Progress

The Physical Resource Committee is responsible for the development of the Administrative Procedure for the On- and Off-site inspections.

With the retirement of the Compliance Office in June 2013, the district Risk Coordinator will take over the responsibility of scheduling and completion of regular inspections and will share the results with both Safety and Physical Resource Committees.

The recommendation for this administrative procedure was presented to the Budget Committee and Safety Committee for review and approval.

Evidence:

- [Physical Resource Committee Agenda/Minutes](#)
- [Physical Resource Committee Charge/Goals](#)
- [Risk/Compliance Website](#)
- [Keenan Inspection with Updates and Recommendations](#)
- [Risk/Compliance Website](#)

Improvement Plan III.B.2.a

Develop an Administrative Procedure for Total Cost of Ownership.

Improvement Plan Status: In Progress

The Total Cost of Ownership definition was completed by the Physical Resource Committee in spring 2012. The definition was presented to the Budget Committee and formally approved. Currently, the draft administrative procedure is pending approval by Executive Cabinet at the upcoming Board Policy and Administrative Procedure retreat in July 2014.

Evidence:

- [Physical Resource Committee Agenda/Minutes](#)
- [Physical Resource Committee Charge/Goals](#)
- [Total Cost of Ownership Definition](#)
- [Total Cost of Ownership Draft Administrative Procedure](#)
- [Total Cost of Ownership Presentation to IPC – May 2014](#)

Improvement Plan III.B.2.b

Through the Shared Governance process, reinstate the Facilities Committee to oversee the college's improvements to ensure compliance with the Facilities Master Plan and advance planning for capital projects, space management, and facility efficiencies.

Improvement Plan Status: Complete

The Physical Resource Committee was reinstated in fall 2011. The Physical Resource Committee is an ad-hoc of the Budget Committee that meets quarterly. The committee establishes its charge, membership, co-chairs, meeting dates and goals annually.

The following charge was adopted and approved through the Budget Committee: The Physical Resource Committee will oversee the college's facilities improvement to ensure compliance with the Facilities Master Plan and advance planning for capital projects, space management, facilities efficiencies, and to evaluate the total cost of ownership of any facility modifications and new construction projects. The committee will make recommendations to the Budget Committee for further consideration.

By June 2013 the committee completed the following goals: 1) developed and approved the Total Cost of Ownership definition; 2) developed draft of the Total Cost of Ownership Administrative Procedure; and 3) updated the Facilities Modification process and form.

Evidence:

- [Physical Resource Committee Agenda/Minutes](#)
- [Physical Resource Committee Charge/Goals](#)
- [Risk/Compliance Website](#)
- [Keenan Inspection with Updates and Recommendations](#)
- [Total Cost of Ownership Definition](#)
- [Total Cost of Ownership Draft Administrative Procedure](#)
- [Facilities Modification Request Form and Procedures](#)

STANDARD III.C

Improvement Plan III.C.1

The college will utilize a Total Cost of Ownership model, as identified in the Technology Master Plan, to right-size the staffing, maintenance and replacement of technology.

Improvement Plan Status: In Progress

Mt. San Jacinto College is in the process of developing and adopting a Total Cost of Ownership model, as identified in the Technology Master Plan. Mt. San Jacinto College's Physical Resources Committee has developed a definition of the term, "Total Cost of Ownership". The Information, Communication, and Technology Shared Governance Committee (ICTC) is utilizing the definition of the term "Total Cost of Ownership" as a basis for the development of policies and procedures related to technology procurement and technology project planning. The Information Technology department has developed and adopted a planning model, that will be adopted for the 2014-2015 academic year, which is integrated with the Institutional Integrated Planning Model and includes a Total Cost of Ownership model. This planning model has been presented and/or endorsed by the following bodies:

- 1) Executive Cabinet
- 2) Institutional Planning Committee
- 3) Budget Committee
- 4) Information, Communication, Technology Committee
- 5) Management/Leadership
- 6) Information Technology Staff

Evidence:

- [Total Cost of Ownership Definition](#)
- [Total Cost of Ownership Draft Administrative Procedure](#)
- [Information, Communication and Technology Committee Agenda/Minutes/Presentation](#)
- [IPC Agenda/Minutes](#)

STANDARD III.D

Improvement Plan III.D.1.a

Additional attention will be placed on the RAPs and the PAR for the 2011-2012 budget development process. The college has committed to conducting additional workshops and special work sessions during faculty convocation to outline and detail the components of the budget development process, its integration with the district's overall planning process, and the submission of RAPs. Departments will be encouraged and trained to develop RAPs that link a specific budget augmentation request to recommendations addressed within a department's Program Review and with the district's general planning models and documents.

Improvement Plan Status: Complete - Ongoing

During the 2013-2014 planning cycle Mt. San Jacinto College experienced its third full cycle of the planning process linking resource requests, Resource Allocation Proposals, (RAP) to the three-year program review and strategic plan priorities and goals, ranking the requests using a rubric, Prioritization Allocation Rubric (PAR) and tracking the prioritized requests through the process until funding decisions were cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the President/Superintendent.

Over 55 RAPs were submitted during the budget development process in April 2013 by all divisions and units. Because of the positive economic turn and the State's reinvestment in education the Budget Committee recommended that for the first time both ongoing and one time RAPs would be considered for funding. Additional training and support was provided for faculty and divisional/unit staff regarding the RAP process, writing and submitting successful RAPs and the overall planning process by the college's Assessment Coordinator, Program Review Coordinator and the Office of Institutional Effectiveness staff.

To stay consistent with past practice, RAPs submitted were prioritized by each division. Instruction and Student Services each were allowed to forward their top ten (10), and the Administrative Services (Human Resources, Business Services and the President's Office) were allowed to forward a total of five (5) RAPs. The ad-hoc committee that scores the RAPs (via the Prioritization Allocation Rubric) met in August 2013. The ad-hoc committee consisted of a group of volunteers from each division as well as broad representation from all constituent groups. Each volunteer received training on scoring, using the rubric, and providing feedback to the RAP authors. The scores from the ad-hoc committee were submitted to the Budget Committee and the Institutional Planning Committee for recommendation in September 2013. As a result of the scoring and ranking process, a total of fourteen (14) RAPs were funded for the 2013-2014 academic year. Awardees were contacted and provided instructions for disbursement of funds and requirements to complete the Utilization and Assessment Report at the conclusion of the 2013-2014 academic year regarding the use of funds and impact of the allocation on student learning and achievement. The authors of those RAPs that were scored but not awarded funds were contacted and provided feedback regarding areas for improvement. The remaining 40 RAPs were scored and each requestor was provided with feedback on their RAP. All scored RAPs were posted to the Budget

Committee website where the RAP authors could view the score (and the score of all other RAPs) and receive comments/feedback regarding the score. The transparency in the process allowed for the RAP authors to gain additional information to strengthen future RAP submissions.

The ad-hoc scoring committee was surveyed to find out how the RAP process could be approved upon. Between their assessment and the assessment of the RAP authors, the Resource Allocation Proposal and the Prioritization Allocation Rubric were revised to address areas of concern. The updated forms were brought to both the Budget Development Committee and the Institutional Planning Committee for review and approval. The updated forms were posted on the Budget Committee Website for the 2014-2015 planning cycle.

The district's budget development calendar for 2014-2015 was approved by the Budget Development Committee in October 2013 and included all of the elements of the RAP and PAR cycle. The budget development calendar includes all of the elements as well as published dates to keep the college community informed of important deadlines in the process. The calendar was reviewed and approved by College Council and the Board of Trustees in November 2013.

In order to close the loop for the 2012-2013 Allocation cycle the Utilization and Assessment Report for RAPs awarded for funding were reviewed at the November 2013 Budget Committee meeting.

The college is currently completing its fourth full planning cycle for the 2014-2015 academic year. During its fourth cycle, RAPs were submitted during the budget development process in spring 2014 by all divisions and units. In addition to one-time and ongoing funding requests moving forward for consideration, the Budget Committee approved for a pilot to be implemented for requests related to personnel. Staffing requests were scored utilizing the Prioritization Allocation Rubric and will also be scored using a draft staffing rubric specifically for classified staff. All faculty positions are routed to the Academic Senate and the Joint Hiring process. An ad-hoc scoring committee was convened with diversified constituent membership to score the 2014-2015 RAPs using the updated Prioritized Allocation Rubric. Each volunteer received training on scoring, using the rubric, and providing feedback to the RAP authors. The scores from the ad-hoc committee were submitted to Executive Cabinet and are currently awaiting approval from the Budget Committee and the Institutional Planning Committee for recommendation for funding in fall 2014.

Evidence:

- [Budget Committee Agenda](#)
- [IPC Agenda](#)
- [Budget Committee Resource Allocation Website](#)
- Sample Memo to [Award RAP](#), [Non-Awarded RAPs](#), and [RAPs not considered for Funding Consideration](#)
- [Scoring Cheat Sheet](#)

Improvement Plan III.D.1.b

The resource allocation process will continually be refined to strengthen allocation to planning. With a smaller sub-committee delving into the process at a more intimate level the district will build the capacity to systematically identify strengths and weaknesses of the process and assess how to move forward with this process. Feedback to the division upon submission of a RAP will be improved. Future plans are for divisions to receive feedback as to whether or not their request was funded as well as how the particular RAP was ranked in regards to its integration with planning processes and documents.

Improvement Plan Status: Complete – Ongoing

{See Response to Improvement Plan III.D.1.a}

Evidence:

- [Budget Committee Agenda](#)
- [IPC Agenda](#)
- [Budget Committee Resource Allocation Website](#)
- Sample Memo to [Award RAP](#), [Non-Awarded RAPs](#), and [RAPs not considered for Funding Consideration](#)
- [Scoring Cheat Sheet](#)

Improvement Plan III.D.2.a

Mt. San Jacinto College will continue its proactive process to encourage faculty to complete and certify their census rosters in a timely manner consistent with audit recommendations.

Improvement Plan Status: Complete - Ongoing

In order to meet student headcount data requirements pursuant of the California Community College Management Systems Data Element Dictionary, Mt. San Jacinto College has implemented the following processes and procedures that support 100 percent submissions of census attendance rosters:

- 1) Development of programmatic emails to faculty of overdue census rosters including CC to the Associate Dean.
- 2) Development of systematic email program with logging for audibility
- 3) Verification of census date calculations and section populations
- 4) Development and distribution of weekly reports to Deans/Directors of census roster timely submissions and overdue deadlines
- 5) Development of published policy and procedures for faculty who failed to submit census rosters by the published deadlines

The development and implementation of the above processes and procedures has enabled Mt. San Jacinto College to have had no additional audit findings on this specific requirement for the last two fiscal years (2012 and 2013).

Evidence:

- [Procedures Documented in the Associate Faculty Handbook and Full Time Faculty Handbook](#)
- [Audit Reports for Fiscal Years 2011-2012 and 2012-2013 with no Findings](#)

Improvement Plan III.D.2.d

Evidence indicates that not all corrective actions identified in the audit are addressed and completed. One area that continues to be a challenge for the district is the collection of census rosters. Mt. San Jacinto College will continue its proactive process to encourage faculty to complete and certify their rosters in a timely manner consistent with audit recommendations.

Improvement Plan Status: Complete – Ongoing

{See Response to Improvement Plan III.D.2.d}

Evidence:

- [Procedures Documented in the Associate Faculty Handbook and Full Time Faculty Handbook](#)
- [Audit Reports for Fiscal Years 2011-2012 and 2012-2013 with no Findings](#)

Improvement Plan III.D.3

The district will develop an Administrative Procedure (Resource Allocation) that will provide an approved process that includes principles for ensuring that resources are used effectively to accomplish the mission and goals of the district.

Improvement Plan Status: In Progress

A draft administrative procedure for Resource Allocation has been completed and is currently in the review process for formal approval and adoption. The draft administrative procedure outlines the district's process for resource allocation requests and provides the framework to ensuring that resource requests are prioritized and used effectively to positively impact the mission of the institution and student learning. The Business Services Management team developed, reviewed, and approved the administrative procedure draft in October 2013. Following the participatory governance approval structure for administrative procedures the draft was routed through Budget Committee and the Institutional Planning Committee in November 2013 to ensure that college constituents have an opportunity for input and feedback. Both committees accepted the administrative procedure draft and forwarded their recommendation for approval to Executive

Cabinet. Currently, the draft of the administrative procedure is in the queue for approval and adoption by Executive Cabinet at their next Board Policy and Administrative Procedure retreat in summer 2014. Once formal approval and adoption is obtained, copies of the administrative procedure will be placed on the Board Policy and Administrative Procedure Manual, updated on the Resource Allocation webpage, and disseminated to staff, faculty, and administrators through the college's online newsletter, MSJCLinks and Weekly RoundUp.

Evidence:

- [Resource Allocation Proposal Administrative Procedure Draft](#)
- [Board Policy Manual](#)
- [Administrative Procedures Manual](#)

STANDARD IV.B

Improvement Plan IV.B.2.e

Implement the Strategic Plan goals, objectives and activities related to Community Service and Partnerships, to improve communication and awareness with the communities served by Mt. San Jacinto College.

Improvement Plan Status: Complete – Ongoing

The 2011-2014 Strategic Plan featured twelve goals with several of those goals focusing on Community Service and Partnership activities and objectives. During the three year strategic planning cycle the college leadership established key individuals as leads for the implementation and evaluation of each strategic plan goal. Sub working groups were then established to facilitate the implementation of the goals, objectives and activities within the timelines determined by the plan.

Under the institutional priority of Community Service and Partnerships the district focused its efforts on three goals:

- Goal 10 – Increase the College's visibility, value and recognition in our service area
- Goal 11 – Intensify our reputation as a leader and important partner in all communities that we serve
- Goal 12 – Enhance our interaction between MSJC faculty and the faculty and staff from area middle schools, high schools, colleges and universities.

Through increasing college and employee participation in community service, memberships and area schools engagement and activities and creating a strategic and comprehensive branding/image/messaging campaign, the college was able to increase the visibility, value and recognition of the institution in our service area.

In efforts to intensify the institution's reputation as a leader and partner in the communities served by Mt. San Jacinto College and enhance our interactions with community leaders, the institution

increased its presence in the community via event sponsorships, information booths and banners at venues. The college also expanded partnership opportunities with business, government, community and educational leaders through community forums, open houses, and meetings.

Evidence:

- [Strategic Plan Status Report 2014](#)
- [Educational Partners Forums](#)
- [2014 Educational Summit – Strengthening K-12 and Higher Education Alignment Summit](#)
- [MSJC Annual Reports](#)

Appendix A: Evidence

(* click cancel when prompted with the windows security pop-up)

Midterm Report - Recommendation 1 Evidence

1. [2014/2015 Program Review Template](#)
2. [2014-2017 Strategic Plan DRAFT – Pending Board Approval](#)
3. [Academic Senate Executive Meeting Agenda, September 23, 2014](#)
4. [ACCJC Annual Report 2013](#)
5. [ACCJC Annual Report 2014](#)
6. [Administrative Unit Annual Program Assessment Report Website - 2012](#)
7. [Administrative Unit Annual Program Assessment Report Website - 2013](#)
8. [Administrative Unit Program Review - 2011](#)
9. [College Council Committee Meeting Agenda, June 23, 2014](#)
10. [College Council Committee Meeting Agenda, September 8, 2014](#)
11. [College Council Committee Meeting Minutes DRAFT, September 8, 2014](#)
12. [College Council Committee Meeting Minutes, June 23, 2014](#)
13. [Institutional Planning Committee Meeting Agenda, April 15, 2014](#)
14. [Institutional Planning Committee Meeting Minutes, April 15, 2014](#)
15. [Instruction Annual Program Assessment Report Website \(Academic & CTE\) - 2013](#)
16. [Instruction Annual Program Assessment Report Website \(Academic\) - 2012](#)
17. [Instruction Annual Program Assessment Report Website \(CTE\) - 2012](#)
18. [Instruction Program Review \(Academic\) – 2011](#)
19. [Instruction Program Review \(CTE\) – 2011](#)
20. [Instruction Program Review Annual Update \(Academic\) - 2010](#)
21. [Instruction Program Review Annual Update \(CTE\) - 2010](#)
22. [Instructional and Student Services Unit Plans – 2014](#)
23. [Instructional Division Plan – 2009-2010](#)
24. [Instructional Division Annual Program Assessment – 2012](#)
25. [Instructional Services Division Update – 2010-2011](#)
26. [Instructional Unit Plans - 2010](#)
27. [Instructional Unit Plans - 2012](#)
28. [Instructional Unit Plans – 2013](#)
29. [Mission Statement DRAFT-March 2014](#)
30. [MSJC Website – Mission and Values Statement](#)
31. [Program Review](#)
32. [Publication of Values Statement in college catalog](#)
33. [SETS](#)
34. [Student Services Annual Program Assessment Report Website - 2012](#)
35. [Student Services Annual Program Assessment Report Website – 2013](#)
36. [Student Services Division Plan Annual Program Assessment – 2013](#)
37. [Student Services Program Review - 2011](#)
38. [Values Statement](#)

39. [Values Statement Board of Trustees Approved, November 10, 2011](#)
40. [Vision Statement DRAFT, March 2014](#)
41. [Vision, Values, and Mission Review Cycle](#)
42. [Vision, Values, and Mission Task Force Minutes, October 16, 2013](#)
43. [Vision, Values, and Mission Task Force Agenda, October 16, 2013](#)
44. [Vision, Values, and Mission Task Force Mission Retreat Agenda, March 19, 2014](#)

Follow-up 2013 Report – Recommendation 1 Evidence

1. [Mission Statement](#)
2. [Revised BP 1200](#)
3. [Institutional Planning & Assessment Timeline](#)
4. [MSJC Planning and Accreditation Timeline 2011-2018](#)
5. [Closed Loop Model](#)
6. [College Council Minutes, November 5, 2012](#)
7. [College Council Agenda, November 5, 2012](#)
8. [Institutional Planning Committee Website](#)
9. [Institutional Planning Committee Agenda, November 27, 2012](#)
10. [Institutional Planning Committee Minutes, November 27, 2012](#)
11. [College Council Minutes, December 10, 2012](#)
12. [College Council Agenda, December 10, 2012](#)
13. [College Council Agenda, January 22, 2013](#)
14. [College Council Minutes, January 22, 2013](#)
15. [Vision-Values-Mission Task Force Minutes, September 17, 2012](#)
16. [Vision-Values-Mission Task Force Minutes, April 27, 2012](#)
17. [Vision-Values-Mission Task Force Agenda, February 17, 2011](#)
18. [Vision-Values-Mission Task Force Minutes, February 17, 2011](#)
19. [Vision-Values-Mission Task Force Agenda, March 17, 2011](#)
20. [Vision-Values-Mission Task Force Minutes, March 17, 2011](#)
21. [Vision-Values-Mission Task Force Agenda, September 16, 2010](#)
22. [Mission, Vision, Values Six-Year Review Cycle Visual](#)
23. [Mission, Vision, Values Review Cycle Schedule](#)
24. [Vision Statement Draft](#)
25. [Vision Marketing Flyer](#)
26. [Educational Master Plan](#)
27. [Strategic Plan](#)
28. [Board of Trustees Agenda, January 31, 2013](#)
29. [Convocation Agenda, August 17, 2012](#)
30. [Convocation Presentation, August 17, 2012](#)
31. [Institutional Program Review Manual](#)
32. [Administrative Unit Annual Program Assessment Report Website](#)
33. [Instruction – Academic Annual Program Assessment Report Website](#)
34. [Instruction – CTE Annual Program Assessment Report Website](#)

35. [Student Services Annual Program Assessment Report Website](#)
36. [Program Review](#)
37. [Instructional Unit Plans](#)
38. [Instruction Unit Annual Program Assessments](#)
39. [Instruction \(CTE\) Addendum to Annual Program Assessment Reports](#)
40. [Instruction \(Nursing\) Addendum to annual Program Assessment Reports](#)
41. [Student Services Unit Program Review](#)
42. [Student Services Unit Annual Program Assessments](#)
43. [Administrative Unit Program Review](#)
44. [Administrative Unit Annual Program Assessments](#)
45. [Accountability Reporting for the Community Colleges \(ARCC\) Report, 2012](#)
46. [Accountability Reporting for the Community Colleges \(ARCC\) Indicators, 2012](#)
47. [Student Equity Plan](#)
48. [Performance Data Warehouse](#)
49. [Student Equity Report Data Definitions](#)
50. [District-Wide Student Equity Report Data](#)
51. [Menifee Valley Campus Student Equity Report Data](#)
52. [Distance Education Student Equity Report Data](#)
53. [San Geronio Pass Campus Student Equity Report Data](#)
54. [San Jacinto Campus Student Equity Report Data](#)
55. [Temecula Education Complex Student Equity Report Data](#)

Midterm Report - Recommendation 2 Evidence

1. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
2. [2011-2012 Resource Allocation Process](#)
3. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
4. [Utilization and Assessment Report for Funded RAPs](#)
5. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
6. [2012-2013 Resource Allocation Process](#)
7. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
8. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
9. [2013-2014 Resource Allocation Process](#)
10. [2013-2014 Resource Allocation Proposal \(RAP\)](#)
11. [2014 Program Review Templates](#)
12. [2014-2015 RAP Funding List](#)
13. [2014-2015 Prioritization Allocation Rubric \(PAR\)](#)
14. [Resource Allocation Proposal Cheat Sheet](#)
15. [2014-2015 Resource Allocation Process](#)
16. [2014-2015 Resource Allocation Proposal \(RAP\)](#)
17. [2015-2016 Prioritization Allocation Rubric Draft](#)
18. [2015-2016 Resource Allocation Proposal Draft](#)
19. [Administrative Services 2011 Annual Program Review](#)
20. [Administrative Services 2012 Annual Program Assessment](#)
21. [Administrative Services 2013 Annual Program Assessment](#)
22. [Assessment Council Meeting Agendas/Minutes](#)
23. [Assessment reports website link](#)
24. [Board of Trustees Strategic Plan Priorities & Goals](#)
25. [Board of Trustees Strategic Plan Work Session](#)
26. [Budget Committee Meeting Agendas](#)
27. [Budget Committee Meeting Minutes](#)
28. [Classified Hiring Rubric](#)
29. [College Catalog 2014/2015](#)
30. [College Council Meeting Agendas/Minutes](#)
31. [Course Improvement Plans](#)
32. [eLumen](#)
33. [eLumen SLO Website](#)
34. [Instructional and Student Services 2014 Annual Unit Program Assessment](#)
35. [Instructional Services 2010 Annual Unit Program Review](#)
36. [Instructional Services 2010 Program Review Update- CTE](#)
37. [Instructional Services 2010 Program Review Update - Academic](#)
38. [Instructional Services 2011 Program Review – Academic](#)
39. [Instructional Services 2011 Program Review – CTE](#)
40. [Instructional Services 2012 Annual Program Assessment – Academic](#)
41. [Instructional Services 2012 Annual Program Assessment – CTE](#)

42. [Instructional Services 2012 Annual Unit Program Assessment](#)
43. [Instructional Services 2013 Annual Program Assessment – Academic & CTE](#)
44. [Instructional Services 2013 Annual Unit Program Assessment](#)
45. [Instructional Services 2014 Program Review – Academic & CTE](#)
46. [Instructional Services Division Plan 2009-2010](#)
47. [Instructional Services Division Plan 2011-2012](#)
48. [Instructional Services Division Plan Update 2010-2011](#)
49. [Institutional Planning Committee Meeting Agendas/Minutes](#)
50. [Institutional Program Review Committee Meeting Agendas/Minutes](#)
51. [RAP/PAR Website](#)
52. [SETS](#)
53. [Shared Governance midterm and yearend reports website](#)
54. [Shared Governance Website](#)
55. [Staffing Plan](#)
56. [2014 – 2017 Strategic Plan DRAFT – Pending Board Approval](#)
57. [2014-2017 Strategic Plan Retreat Summary of Goals](#)
58. [Strategic Plan Website - Retreat Information](#)
59. [Instructional Services Strategic Plan Retreat Agenda, March 6, 2014](#)
60. [Administrative Services Strategic Plan Retreat Agenda, April 28, 2014](#)
61. [Student Leadership Strategic Plan Retreat Agenda, May 16, 2014](#)
62. [Student Services Strategic Plan Retreat Agenda, April 16, 2014](#)
63. [Instructional Services Strategic Plan Retreat – Instructions for completing input forms](#)
64. [Instructional Services Input Form – Priority 1 – 5](#)
65. [Instructional Services – Retreat Flow Chart](#)
66. [Administrative Services Strategic Plan Retreat – Instructions for completing input forms](#)
67. [Administrative Services Input Form – Priority 1 – 5](#)
68. [Student Services Strategic Plan Retreat – Instructions for completing input forms](#)
69. [Student Services Input Forms – Priority 1 – 5](#)
70. [Student Leadership Strategic Plan Retreat – Instructions for completing input forms](#)
71. [Student Leadership Input Form – Priority 1 – 5](#)
72. [Student Success Task Force Recommendations](#)
73. [Strategic Plan Goals Summary 2011-2014](#)
74. [Strategic Plan Updates 2011-2014 Board of Trustees Workshop, January 23, 2014](#)
75. [Data Compendium](#)
76. [Administrative Services Input Form Summary](#)
77. [Instructional Services Input Form Summary](#)
78. [Student Services Input Form Summary](#)
79. [Student Forum Outcomes](#)
80. [Student Services 2011 Program Review](#)
81. [Student Services 2012 Annual Program Assessment](#)
82. [Student Services 2013 Annual Program Assessment](#)
83. [Student Services Annual Program Division Plan 2012-2013](#)
84. [2014-2015 Resource Allocation Proposal \(RAP\) Personnel Requests](#)

Follow-Up Report 2013 - Recommendation 2 Evidence

1. [Institutional Planning Committee Website](#)
2. [Institutional Planning Committee Agenda, October 18, 2011](#)
3. [Institutional Planning Committee Minutes, October 18, 2011](#)
4. [Institutional Planning Committee Agenda, November 15, 2011](#)
5. [Institutional Planning Committee Minutes, November 15, 2011](#)
6. [Institutional Planning Committee Agenda, December 13, 2011](#)
7. [Institutional Planning Committee Minutes, December 13, 2011](#)
8. [Institutional Planning Committee Agenda, February 21, 2012](#)
9. [Institutional Planning Committee Minutes, February 21, 2012](#)
10. [Institutional Planning Committee Agenda, April 17, 2012](#)
11. [Institutional Planning Committee Minutes, April 17, 2012](#)
12. [Institutional Planning Committee Agenda, September 18, 2012](#)
13. [Institutional Planning Committee Minutes, September 18, 2012](#)
14. [Institutional Effectiveness and Planning Website](#)
15. [Institutional Planning & Assessment Timeline](#)
16. [MSJC Planning and Accreditation Timeline 2011-2018](#)
17. [Integrated Planning Schematic](#)
18. [Closed Loop Model](#)
19. [Educational Master Plan](#)
20. [Strategic Plan](#)
21. [Board of Trustees Agenda, January 31, 2013](#)
22. [Board of Trustees Strategic Plan Status Update Report \(Instruction/Student Services\)](#)
23. [Board of Trustees Strategic Plan Status Update Report \(Business Services Division\)](#)
24. [Board of Trustees Strategic Plan Status Update Report \(Human Resources Division\)](#)
25. [Board of Trustees Strategic Plan Status Update Report \(Institutional Effectiveness\)](#)
26. [Convocation Agenda, August 17, 2012](#)
27. [Convocation Presentation, August 17, 2012](#)
28. [Shared Governance Website](#)
29. [2012-2013 Shared Governance Committee Membership and Meeting Schedule Report](#)
30. [Shared Governance Report-Out Completed Forms](#)
31. [Shared Governance Report-Out Template](#)
32. [College Council Agenda, January 22, 2013 \(Shared Governance Report Out\)](#)
33. [College Council Minutes, December 10, 2012 \(Shared Governance Report Out\)](#)
34. [Shared Governance Committee Handbook](#)
35. [Shared Governance Committee Reports](#)
36. [Shared Governance Committee Training](#)
37. [Teaching and Learning Academy Course Description \(Show Me the Data/APA\), Fall 2012](#)
38. [Teaching and Learning Academy Schedule \(Show Me the Data/APA\), Fall 2012](#)
39. [Teaching and Learning Academy Schedule and Course Description \(Show Me the Data/APA\)](#)
40. [Student Learning Outcome Development and Assessment Cycle](#)
41. [Institutional Assessment Council Agenda, May 17, 2012](#)

42. [Institutional Assessment Council Minutes, May 17, 2012](#)
43. [Institutional Assessment Council Website](#)
44. [3-Year Course Learning Outcome Assessment Schedules – Academic Programs](#)
45. [3-Year Course Learning Outcome Assessment Schedules – CTE Programs](#)
46. [Two Year Course Offering Schedules – Academic Programs](#)
47. [Two Year Course Offering Schedules – CTE Programs](#)
48. [Student Learning Outcomes and Assessment Website](#)
49. [Institutional Program Review Manual](#)
50. [Institutional Program Review Committee Agenda, February 2, 2012](#)
51. [Institutional Program Review Committee Minutes, February 2, 2012](#)
52. [Institutional Program Review Committee Agenda, March 1, 2012](#)
53. [Institutional Program Review Committee Minutes, March 1, 2012](#)
54. [Institutional Program Review Committee Agenda, March 29, 2012](#)
55. [Institutional Program Review Committee Minutes, March 29, 2012](#)
56. [Institutional Program Review Committee Agenda, September 20, 2012](#)
57. [Institutional Program Review Committee Minutes, September 20, 2012](#)
58. [Institutional Program Review Committee Agenda, November 15, 2012](#)
59. [Institutional Program Review Committee Minutes, November 15, 2012](#)
60. [Joint Institutional Program Review Committee/Assessment Council Agenda, December 6, 2012](#)
61. [Administrative Unit Annual Program Assessment Report Website](#)
62. [Instruction – Academic Annual Program Assessment Report Website](#)
63. [Instruction – CTE Annual Program Assessment Report Website](#)
64. [Student Services Annual Program Assessment Report Website](#)
65. [Program Review](#)
66. [Instructional Unit Plans](#)
68. [Instruction Unit Annual Program Assessments](#)
70. [Instruction \(CTE\) Addendum to Annual Program Assessment Reports](#)
71. [Instruction \(Nursing\) Addendum to annual Program Assessment Reports](#)
72. [Student Services Unit Program Review](#)
73. [Student Services Unit Annual Program Assessments](#)
75. [Administrative Unit Program Review](#)
76. [Administrative Unit Annual Program Assessments](#)
81. [Unit and Division Plan Website](#)
82. [Institutional Research Website](#)
83. [Research Committee Minutes, February 28, 2012](#)
84. [Research Committee Agenda, March 27, 2012](#)
85. [Research Committee Minutes, May 22, 2012](#)
86. [Research Committee Minutes, September 25, 2012](#)
87. [Research Committee Minutes, October 23, 2012](#)
88. [Research Committee Minutes, November 27, 2012](#)
89. [Student Equity Plan](#)
90. [Performance Data Warehouse](#)
91. [Student Equity Report Data Definitions](#)

92. [District-Wide Student Equity Report Data](#)
93. [Menifee Valley Campus Student Equity Report Data](#)
94. [Distance Education Student Equity Report Data](#)
95. [San Geronio Pass Campus Student Equity Report Data](#)
96. [San Jacinto Campus Student Equity Report Data](#)
97. [Temecula Education Complex Student Equity Report Data](#)
98. [Bus Survey \(Institutional Effectiveness, Planning, Program Review, SLO, RAP\)](#)
99. [2011-2012 1st Principal Apportionment Presentation, March 15, 2012](#)
100. [2012-2013 Brown Bag Presentation, February 21, 2012](#)
101. [2012-2013 Budget Update Board Presentation, January 19, 2012](#)
102. [2011-2012 Budget Committee Mid-Year Report](#)
103. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
104. [2011-2012 RAP Utilization Report Form](#)
105. [2011-2012 RAP Process Presentation, October 17, 2011](#)
106. [2011-2012 Received RAP Proposal Utilization Reports](#)
107. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
108. [2011-2012 Budget Committee Year End Report](#)
109. [2012-2013 Budget Calendar with RAP & PAR](#)
110. [2012-2013 Budget Committee Mid-Year Report](#)
111. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
112. [2012-2013 RAP PAR Process, Institutional Planning Committee Presentation, May 29, 2012](#)
113. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
114. [2013-2014 Budget Calendar with RAP & PAR](#)
115. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
116. [2013-2014 Resource Allocation Proposal \(RAP\)](#)
117. [RAP PAR Ad Hoc Committee Agenda, May 14, 2012](#)
118. [RAP PAR Ad Hoc Committee Agenda, May 3, 2012](#)
119. [Resource Allocation Process 2011 - 2012](#)
120. [Resource Allocation Process 2012 - 2013](#)
121. [Update Charge for Budget Committee](#)
122. [Adopted Budget Presentation, June 28, 2012](#)
123. [Business & Operations Leadership Team \(BOLT\) Meeting Departmental Updates](#)
124. [Board of Trustees Five Year Construction Plan, May 10, 2012](#)
125. [Budget Committee Agenda, February 16, 2012](#)
126. [Budget Committee Minutes, February 16, 2012](#)
127. [Budget Committee Agenda, March 29, 2012](#)
128. [Budget Committee Minutes, March 29, 2012](#)
129. [Budget Committee Agenda, May 17, 2012](#)
130. [Budget Committee Minutes, May 17, 2012](#)
131. [Budget Committee Agenda, June 21, 2012](#)
132. [Budget Committee Minutes, June 21, 2012](#)
133. [Budget Committee Agenda, September 20, 2012](#)
134. [Budget Committee Minutes, September 20, 2012](#)

135. [Brown Bag Lunch Presentation, October 9, 2012](#)
136. [Budget Committee Agenda, October 18, 2012](#)
137. [Budget Committee Minutes, October 18, 2012](#)
138. [Budget Committee Agenda, November 18, 2012](#)
139. [Budget Committee Goals 2012-2013](#)
140. [Budget Committee Post Election Budget Update](#)
141. [Budget Watch Web Site-Latest News](#)
142. [Business Services Department Meeting to Review APA, October 19, 2012](#)
143. [Business Services Division Institutional Goals](#)
144. [Business Services Program Review](#)
145. [Business Services Student Learning Outcomes & Administrative Unit Outcomes](#)
146. [Business Services Update - All Hands on Deck](#)
147. [Facilities Update - All Hands on Deck](#)
148. [Faculty Convocation Budget Update, August 17, 2012](#)
149. [Information Technology Update - All Hands on Deck](#)
150. [Message to Students - Budget Crisis](#)
151. [Physical Resource Committee Agenda, September 9, 2011](#)
152. [Physical Resource Committee Minutes, September 9, 2011](#)
153. [Physical Resource Committee Presentation, September 9, 2011](#)
154. [Physical Resource Committee Agenda, March 19, 2012](#)
155. [Physical Resource Committee Minutes, March 19, 2012](#)
156. [Physical Resource Committee Handouts, March 19, 2012](#)
157. [Physical Resource Committee Presentation for 5 Year Construction Plan](#)
158. [Physical Resources Committee Charge](#)
159. [2012-2013 Physical Resources Committee Goals](#)
160. [President Budget Update, October 12, 2012](#)
161. [Procurement & General Services Update - All Hands on Deck](#)
162. [Sample eLumen Reports](#)
163. [Basic Skills Initiative State Reporting](#)
164. [2012-2013 RAP Requestor Notification Memo](#)
165. [Student Learning Outcome and Assessment Lifecycle](#)
166. [Planning and Institutional Effectiveness Home Website – Program Review](#)
167. [Planning and Institutional Effectiveness Home Website – Learning Outcomes and Assessment](#)
168. [eLumen Training Materials](#)

Midterm Report - Recommendation 3 Evidence

1. [eLumen](#)
2. [Assessment Reports](#)
3. [ACCJC Annual Report 2013](#)
4. [ACCJC Annual Report 2014](#)
5. [2014-2017 Strategic Plan Draft – Pending Board Approval](#)
6. [Assessment Council Meeting Agendas/Minutes](#)
7. [Assessment Council Website](#)
8. [Institutional Program Review Committee/Assessment Council Charge – New Draft Charge](#)
9. [Executive Academic Senate Agenda, September 23, 2014](#)
10. [College Catalog 2014/2015](#)
11. [Institutional Planning Committee Meeting Agendas/Minutes](#)
12. [Assessment Council Meeting Agendas/Minutes](#)
13. [Institutional Program Review Committee Meeting Agendas/Minutes](#)
14. [ILOS/Core Competencies](#)
15. [Faculty handbook](#)
16. [Syllabus Checklist](#)
17. [Program Learning Outcomes Website](#)
18. [Department Chair Procedures/Responsibilities](#)
19. [Department Chair Procedures/Responsibilities – Revised 2009](#)
20. [Instructional Services Annual Unit Program Review - 2010](#)
21. [Instructional Services Annual Unit Program Assessment - 2012](#)
22. [Instructional Services Annual Unit Program Assessment - 2013](#)
23. [Instructional and Student Services Annual Unit Program Assessment - 2014](#)
24. [Instructional Services Division Plan 2009-2010](#)
25. [Instructional Services Division Plan Update 2010-2011](#)
26. [Instructional Services Division Plan 2011-2012](#)
27. [Instructional Services Program Review Update – Academic -2010](#)
28. [Instructional Services Program Review Update- CTE - 2010](#)
29. [Instructional Services Program Review – Academic - 2011](#)
30. [Instructional Services Program Review – CTE - 2011](#)
31. [Instructional Services Annual Program Assessment – Academic - 2012](#)
32. [Instructional Services Annual Program Assessment – CTE - 2012](#)
33. [Instructional Services Annual Program Assessment – Academic & CTE - 2013](#)
34. [Instructional Services Program Review – Academic & CTE - 2014](#)
35. [Student Services Program Review - 2011](#)
36. [Student Services Annual Program Assessment - 2012](#)
37. [Student Services Annual Program Assessment - 2013](#)
38. [Student Services Annual Program Division Plan 2012-2013](#)
39. [Administrative Services Annual Program Review - 2011](#)
40. [Administrative Services Annual Program Assessment - 2012](#)
41. [Administrative Services Annual Program Assessment - 2013](#)
42. [Faculty Assessment Expectations – Fall 2014 – Spring 2017](#)
43. [2014 Program Review Template](#)
44. [2015/2016 Resource Allocation Proposal/Prioritization Allocation Rubric Templates](#)

45. [Resource Allocation Proposal/Prioritization Allocation Rubric Website](#)
46. [Curriculum Mapping Template Sample](#)
47. [Course Assessment Schedule Sample](#)
48. [Graduation Survey Results – 2010 - 2014](#)
49. [Music Annual Program Assessment – 2013](#)

Follow-Up Report 2013 - Recommendation 3 Evidence

1. [Institutional Assessment Council Website](#)
2. [Institutional Assessment Council Agenda, December 8, 2011](#)
3. [Institutional Assessment Council Minutes, December 8, 2011](#)
4. [Institutional Assessment Council Agenda, February 9, 2012](#)
5. [Institutional Assessment Council Minutes, February 9, 2012](#)
6. [Institutional Assessment Council Agenda, March 8, 2012](#)
7. [Institutional Assessment Council Minutes, March 8, 2012](#)
8. [Institutional Assessment Council Agenda, April 26, 2012](#)
9. [Institutional Assessment Council Minutes, April 26, 2012](#)
10. [Institutional Assessment Council Agenda, September 6, 2012](#)
11. [Institutional Assessment Council Minutes, September 6, 2012](#)
12. [Institutional Assessment Council Agenda, November 1, 2012](#)
13. [Institutional Assessment Council Minutes, November 1, 2012](#)
14. [Institutional Assessment Council Agenda, December 6, 2012](#)
15. [Institutional Assessment Council Minutes, December 6, 2012](#)
16. [Institutional Assessment Council Agenda, February 7, 2013](#)
17. [Institutional Assessment Council Minutes, February 7, 2013](#)
18. [Course Learning Outcome Inventory](#)
19. [Learning Outcomes Assessment Report](#)
20. [Institutional Assessment Report](#)
21. [Program Assessment Report](#)
22. [Critical Assessment Test \(CAT\) Faculty Email, November 6, 2012](#)
23. [Critical Assessment Test \(CAT\) Scoring, December 14, 2012](#)
24. [Mapping of Course Learning Outcomes to Program Learning Outcomes \(Sample\)](#)
25. [Critical Assessment Test \(CAT\) Scoring, January 2013](#)
26. [Instruction Department Learning Outcomes \(DLO\)](#)
27. [Academic Programs Student Learning Outcomes \(SLO\)](#)
28. [Student Services Learning Outcomes \(SLO\)](#)
29. [Program Learning Outcomes](#)
30. [MSJC Institutional Learning Outcomes Website](#)
31. [Mt. San Jacinto College Core Competencies \(Draft\)](#)
32. [Institutional Learning Outcome with CAT Test Outcomes](#)
33. [Student Learning Outcome Development and Assessment Cycle](#)
34. [Closed Loop Model](#)
35. [Institutional Planning & Assessment Timeline](#)

36. [MSJC Planning and Accreditation Timeline 2011-2018](#)
37. [3-Year Course Learning Outcome Assessment Schedules – Academic Programs](#)
38. [3-Year Course Learning Outcome Assessment Schedules – CTE Programs](#)
39. [Two Year Course Offering Schedules – Academic Programs](#)
40. [Two Year Course Offering Schedules – CTE Programs](#)
41. [Student Learning Outcomes and Assessment Website](#)
42. [Syllabus Checklist](#)
43. [Executive Senate Minutes, November 22, 2011](#)
44. [Course Syllabi Sample \(History\)](#)
45. [Course Syllabi Sample \(Math\)](#)
46. [Course Syllabi Sample \(English\)](#)
47. [Course Syllabi Sample \(Child Development and Education\)](#)
48. [Course Syllabi Sample \(Chemistry\)](#)
49. [College Catalog](#)
50. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
51. [2011-2012 RAP Utilization Report Form](#)
52. [2011-2012 RAP Process Presentation, October 17, 2011](#)
53. [2011-2012 Received RAP Utilization Reports](#)
54. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
55. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
56. [2012-2013 RAP PAR Process, Institutional Planning Committee Presentation, May 29, 2012](#)
57. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
58. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
59. [2013-2014 Resource Allocation Proposal Template](#)
60. [Institutional Program Review Committee Website](#)
61. [Joint Institutional Program Review Committee/Assessment Council Agenda, December 6, 2012](#)
62. [Joint Institutional Program Review Committee and Assessment Council Minutes, December 6, 2012](#)
63. [Program Review Manual](#)
64. [Institutional Program Review](#)
65. [Instruction Program Review Website](#)
66. [Instruction – CTE Program Review Website](#)
67. [Instruction - Annual Program Assessment Report Template](#)
68. [Instruction \(CTE\) Addendum to Annual Program Assessment Report](#)
69. [Instruction \(Nursing\) Addendum to Annual Program Assessment Report](#)
70. [Instruction Annual Program Assessment Report Website](#)
71. [Instruction – CTE Annual Program Assessment Report Website](#)
72. [Student Services Annual Program Assessment Report Website](#)
73. [Administrative Unit Annual Program Assessment Report Website](#)
74. [Institutional Program Review](#)
75. [Institutional Program Review Committee Membership](#)
76. [Institutional Planning Committee Membership](#)
77. [Institutional Planning Committee Agenda, February 21, 2012](#)
78. [Institutional Planning Committee Minutes, February 21, 2012](#)

79. [Institutional Planning Committee Agenda, April 17, 2012](#)
80. [Institutional Planning Committee Minutes, April 17, 2012](#)
81. [Institutional Planning Committee Agenda, May 29, 2012](#)
82. [Institutional Planning Committee Minutes, May 29, 2012](#)
83. [Institutional Planning Committee Agenda, September 18, 2012](#)
84. [Institutional Planning Committee Minutes, September 18, 2012](#)
85. [Institutional Planning Committee Agenda, October 16, 2012](#)
86. [Institutional Planning Committee Minutes, October 16, 2012](#)
87. [Institutional Planning Committee Agenda, November 27, 2012](#)
88. [Institutional Planning Committee Minutes, November 27, 2012](#)
89. [Institutional Planning Committee Agenda, February 19, 2013](#)
90. [Budget Committee Membership](#)
91. [College Council Membership](#)
92. [Performance Data Warehouse](#)
93. [Institutional Assessment Coordinator Job Announcement](#)
94. [Convocation 2012 Agenda](#)
95. [Teaching and Learning Academy Schedule and Course Description \(Show Me the Data/APA\), Fall 2012](#)
96. [Teaching and Learning Academy Schedule and Course Description \(Show Me the Data/APA\), SP13](#)
97. [Graduation Survey 2010](#)
98. [Graduation Survey 2011](#)
99. [Academic Senate San Jacinto Campus Site Council Agenda, March 4, 2013](#)
100. [Department Chair Procedures](#)
101. [2011- 2012 Faculty Handbook](#)
102. [Associate Faculty Handbook](#)
103. [Spring 2013 Associate Faculty Orientation Agenda](#)
104. [Curriculum Best Practices Handbook](#)
105. [Curriculum Committee Email re: GELOs in Area F](#)
106. [Curricunet](#)
107. [eLumen Data Warehouse](#)
108. [eLumen Website](#)
109. [Educational Master Plan](#)
110. [Strategic Plan](#)
111. [Mapping of Course Learning Outcomes to Institutional Learning Outcomes \(Sample\)](#)
112. [Sample eLumen Reports](#)

Midterm Report - Recommendation 4 Evidence

1. [Data Warehouse](#)
2. [Joint Hiring Committee Full-time Faculty Hiring Proposal Form 2013](#)
3. [Joint Hiring Committee Full-time Faculty Hiring Proposal Form 2014](#)
4. [Joint Hiring Committee Completed Full-time Faculty Hiring Proposal Form 2013](#)
5. [Joint Hiring Committee Full-time Faculty Hire-Scoring Rubric 2013](#)
6. [Joint Hiring Committee Full-time Faculty Hire-Scoring Rubric 2014](#)
7. [SETS](#)
8. [Institutional Research Program Review](#)
9. [Executive Cabinet Meeting Agenda, August 26, 2014](#)
10. [STEM FIG presentation to Dean's](#)
11. [2014 ACCJC Annual Report](#)
12. [Draft SSSP](#)
13. [Student Equity Plan](#)
14. [2014-2017 Strategic Plan Draft – Pending Board Approval](#)
15. [Strategic Plan Data Compendium](#)
16. [2014-2017 Strategic Plan Website](#)
17. [SETS Training at Teaching and Learning Academy, Fall 2014](#)
18. [SETS Training – MSJC Academy Sign in Sheet, August 7, 2014](#)
19. [STEM FIG Presentation Academy](#)
20. [Convocation Agenda, August 2014](#)
21. [Program Review Website](#)
22. [Instructional Services 2010 Annual Unit Program Review](#)
23. [Instructional Services 2012 Annual Unit Program Assessment](#)
24. [Instructional Services 2013 Annual Unit Program Assessment](#)
25. [Instructional and Student Services 2014 Annual Unit Program Assessment](#)
26. [Instructional Services Division Plan 2009-2010](#)
27. [Instructional Services Division Plan Update 2010-2011](#)
28. [Instructional Services Division Plan 2011-2012](#)
29. [Student Services Annual Program Division Plan 2012-2013](#)
30. [Instructional Services 2010 Program Review Update - Academic](#)
31. [Instructional Services 2010 Program Review Update- CTE](#)
32. [Instructional Services 2011 Program Review – Academic](#)
33. [Instructional Services 2011 Program Review – CTE](#)
34. [Instructional Services 2012 Annual Program Assessment – Academic](#)
35. [Instructional Services 2012 Annual Program Assessment – CTE](#)
36. [Instructional Services 2013 Annual Program Assessment – Academic & CTE](#)
37. [Student Services 2011 Program Review](#)
38. [Student Services 2012 Annual Program Assessment](#)
39. [Student Services 2013 Annual Program Assessment](#)
40. [Administrative Services 2011 Annual Program Review](#)
41. [Administrative Services 2012 Annual Program Assessment](#)

42. [Administrative Services 2013 Annual Program Assessment](#)
43. [2014 Program Review Templates](#)
44. [Faculty Inquiry Group \(FIG\) Meeting Agendas/Minutes](#)
45. [Institutional Research Committee Meeting Agendas/Minutes](#)
46. [Enrollment Management Meeting Agendas/Minutes](#)
47. [Instructional Services Dean's Meeting Agendas](#)

Follow-Up Report 2013 – Recommendation 4 Evidence

1. [Performance Data Warehouse](#)
2. [Institutional Research Website](#)
3. [Student Equity Website](#)
4. [Student Equity Report Data Definitions](#)
5. [District-Wide Student Equity Report Data](#)
6. [Menifee Valley Campus Student Equity Report Data](#)
7. [Distance Education Student Equity Report Data](#)
8. [San Geronio Pass Campus Student Equity Report Data](#)
9. [San Jacinto Campus Student Equity Report Data](#)
10. [Temecula Education Complex Student Equity Report Data](#)
11. [Institutional Effectiveness and Planning Website](#)
12. [Teaching and Learning Academy Course Description \(Show Me the Data/APA\), Fall 2012](#)
13. [Teaching and Learning Academy Schedule \(Show Me the Data/APA\), Fall 2012](#)
14. [Teaching and Learning Academy Schedule and Course Description \(Show Me the Data/APA\), Spring 2013](#)
15. [Instruction - Annual Program Assessment Report Template](#)
16. [Instruction \(CTE\) Addendum to Annual Program Assessment Report](#)
17. [Instruction \(Nursing\) Addendum to Annual Program Assessment Report](#)
18. [Instruction Annual Program Assessment Report Website](#)
19. [Instruction – CTE Annual Program Assessment Report Website](#)
20. [Student Services Annual Program Assessment Report Website](#)
21. [Administrative Unit Annual Program Assessment Report Website](#)
22. [Institutional Assessment Council Agenda, May 17, 2012](#)
23. [Institutional Assessment Council Minutes, May 17, 2012](#)
24. [Institutional Program Review Committee Agenda, February 2, 2012](#)
25. [Institutional Program Review Committee Minutes, February 2, 2012](#)
26. [Institutional Program Review Committee Agenda, March 1, 2012](#)
27. [Institutional Program Review Committee Minutes, March 1, 2012](#)
28. [Institutional Program Review Committee Agenda, March 29, 2012](#)
29. [Institutional Program Review Committee Minutes, March 29, 2012](#)
30. [Institutional Program Review Committee Agenda, September 20, 2012](#)
31. [Institutional Program Review Committee Minutes, September 20, 2012](#)
32. [Institutional Program Review Committee Agenda, November 15, 2012](#)

33. [Institutional Program Review Committee Minutes, November 15, 2012](#)
34. [Joint Institutional Program Review Committee and Assessment Council Agenda, December 6, 2012](#)
35. [Institutional Planning Committee Agenda, February 21, 2012](#)
36. [Institutional Planning Committee Minutes, February 21, 2012](#)
37. [Institutional Planning Committee Agenda, April 17, 2012](#)
38. [Institutional Planning Committee Minutes, April 17, 2012](#)
39. [Research Committee Minutes, February 28, 2012](#)
40. [Research Committee Agenda, March 27, 2012](#)
41. [Research Committee Minutes, May 22, 2012](#)
42. [Research Committee Minutes, September 25, 2012](#)
43. [Research Committee Minutes, October 23, 2012](#)
44. [Research Committee Minutes, November 27, 2012](#)
45. [Enrollment Management Committee Website](#)
46. [Schedule Reduction Task Force Website, Spring 2013](#)
47. [Instructional Services/Student Services Joint Dean's Meeting Agenda, September 5, 2012](#)
48. [Instructional Services/Student Services Joint Dean's Meeting Minutes, September 5, 2012](#)
49. [Instructional Services/Student Services Joint Dean's Meeting Agenda, September 19, 2012](#)
50. [Instructional Services/Student Services Joint Dean's Meeting Minutes, September 19, 2012](#)
51. [Instructional Services/Student Services Schedule Reduction Meeting Agenda September 26, 2012](#)
52. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012 \(Courses\)](#)
53. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012 \(Departments\)](#)
54. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012 \(Programs\)](#)
55. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012 \(Worksheet – Courses\)](#)
56. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012](#)
57. [\(Handout- Reduction Expansion Worksheet – Department\)](#)
58. [Instructional Services/Student Services Schedule Reduction Meeting, September 26, 2012](#)
59. [\(Handout- Reduction Expansion Worksheet – Programs\)](#)
60. [Instructional Services/Student Services Schedule Reduction Meeting Minutes, October 3, 2012](#)
61. [2012](#)
62. [Instructional Deans Meeting Agenda, October 26, 2012](#)
63. [Instructional Deans Meeting Minutes, October 26, 2012](#)
64. [Spring 2013 Reduction Task Force Agenda, August 30, 2012](#)
65. [Spring 2013 Reduction – 3900 FTES Exhibit](#)
66. [Spring 2013 Reduction – FTES Reduction Criteria Exhibit](#)
67. [Spring 2013 Reduction – FTES Calculation Exhibit](#)
68. [Spring 2013 Reduction – Percentage of Cap Exhibit](#)
69. [Spring 2013 Reduction - Show Me the Data Exhibit](#)
70. [Spring Reduction Task Force Meeting Minutes, May 30, 2012](#)
71. [Vice President of Instruction Email – Spring 2013 Schedule](#)
72. [Spring 2013 Program Restoration Planning Guide](#)
73. [Department Chair Academy Agenda, October 19, 2012](#)
74. [Department Chair Academy Handouts, October 19, 2012](#)

75. [Department Chair Academy Minutes, October 19, 2012](#)
76. [Department Chair Academy Agenda, May 11, 2012](#)
77. [Department Chair Academy Handouts, May 11, 2012](#)
78. [Department Chair Academy Minutes, May 11, 2012](#)

Midterm Report - Recommendation 5 Evidence

1. [2011-2012 RAPs](#)
2. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
3. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
4. [Utilization and Assessment Report for Funded RAPs](#)
5. [2012-2013 RAPs](#)
6. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
7. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
8. [2013-2014 RAPs](#)
9. [2013-2014 Resource Allocation Proposal \(RAP\)](#)
10. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
11. [2014-2015 RAPs](#)
12. [2014-2015 Resource Allocation Proposal \(RAP\)](#)
13. [2014-2015 Prioritization Allocation Rubric \(PAR\)](#)
14. [2014-2015 Resource Allocation Proposal \(RAP\) Personnel Requests](#)
15. [Resource Allocation Process](#)
16. [2011-2012 Resource Allocation Proposal Score Sheet](#)
17. [2012-2013 Resource Allocation Proposal Score Sheet](#)
18. [2013-2014 Resource Allocation Proposal Score Sheet](#)
19. [2014-2015 Resource Allocation Proposal Score Sheet](#)
20. [2013-2014 Resource Allocation Proposal Cheat Sheet](#)
21. [2014-2015 Resource Allocation Proposal Cheat Sheet](#)
22. [2015-2016 Resource Allocation Proposal \(RAP\) Draft](#)
23. [2015-2016 Prioritization Allocation Rubric \(PAR\) Draft](#)
24. [2014-2015 Program Review Templates](#)
25. [2014-2107 Strategic Plan Draft – Pending Board Approval](#)
26. [Administrative Unit Annual Program Assessment - 2012](#)
27. [Administrative Unit Annual Program Assessment - 2013](#)
28. [Administrative Unit Program Review - 2011](#)
29. [Annual Unit Program Reviews - 2010](#)
30. [Associate Faculty Evaluation Website](#)
31. [Classified/Administrative Hiring Rubric – draft](#)
32. [Classified Joint Hiring Process – draft](#)
33. [Division Plan - Instructional Services - 2010](#)
34. [Division Plan - Instructional Services Annual Program Assessment - 2012](#)
35. [Division Plan - Student Services Annual Program Assessment - 2013](#)
36. [Division Plan Update - Instructional Services - 2011](#)
37. [Full-time Faculty Hiring Procedures – Revised August 2014](#)
38. [Full Time Faculty Evaluation Website](#)
39. [Joint Hiring Committing Full-time Faculty Hiring Proposal Form - 2013](#)
40. [Joint Hiring Committee Full-time Faculty Hiring Rubric - 2013](#)
41. [Joint Hiring Committee Full-time Faculty Hiring Proposal Form - 2014](#)

42. [Joint Hiring Committee Full-time Faculty Hiring Rubric - 2014](#)
43. [Joint Hiring Committee Full-time Faculty Completed Hiring Proposal Form - 2013](#)
44. [Instruction Unit Annual Program Assessment - CTE 2011](#)
45. [Instruction Unit Annual Program Assessment – Academic 2011](#)
46. [Instruction Unit Annual Program Assessment – Academic & CTE 2013](#)
47. [Instruction Unit Annual Program Assessment - Academic 2012](#)
48. [Instruction Unit Annual Program Assessment - CTE 2012](#)
49. [Instruction Unit Program Review - Academic 2011](#)
50. [Instruction Unit Program Review - CTE 2011](#)
51. [Instruction Unit Program Review Annual Update - CTE 2010](#)
52. [Instruction Unit Program Review Annual Update – Academic 2010](#)
53. [Instructional Unit Plans - 2012](#)
54. [Instructional Unit Plans - 2013](#)
55. [Instructional and Student Services Unit Plans - 2014](#)
56. [Institutional Planning Committee Agendas and Minutes](#)
57. [Joint Hiring Committee Agendas and Minutes](#)
58. [Joint Hiring Committee Website](#)
59. [Program Review Website](#)
60. [SETS](#)
61. [Student Services Unit Annual Program Assessment - 2012](#)
62. [Student Services Unit Annual Program Assessment - 2013](#)
63. [Student Services Unit Program Review - 2011](#)

Follow-Up Report 2013 - Recommendation 5 Evidence

1. [Mt. San Jacinto College Staffing Plan](#)
2. [Joint Hiring Committee Agenda, October 6, 2011](#)
3. [Joint Hiring Committee Minutes, October 6, 2011](#)
4. [Joint Hiring Committee Agenda, December 15, 2011](#)
5. [Joint Hiring Committee Minutes, December 15, 2011](#)
6. [Joint Hiring Committee Agenda, September 25, 2012](#)
7. [Joint Hiring Committee Minutes, September 25, 2012](#)
8. [Joint Hiring Committee Agenda, October 30, 2012](#)
9. [Joint Hiring Committee Meeting Notes, November 17, 2012](#)
10. [Staffing Matrix – Program Review](#)
11. [Institutional Planning Committee Agenda, October 16, 2012](#)
12. [Institutional Planning Committee Minutes, October 16, 2012](#)
13. [Institutional Planning Committee Agenda, November 27, 2012](#)
14. [Institutional Planning Committee Minutes, November 27, 2012](#)
15. [Institutional Planning Committee Agenda, February 19, 2013](#)
16. [Fall 2012 Faculty Obligation Report](#)
17. [Institutional Program Review](#)
18. [APA/Program Review - All](#)

19. [2013-2014 Resource Allocation Proposal Template](#)
20. [Resource Allocation Proposal \(Communications Program Director -Staffing Sample\)](#)
21. [Resource Allocation Proposal \(SI Clerical Support - Staffing Sample\)](#)
22. [Staffing Resource Allocations – Hours of Operation Executive Cabinet Discussion](#)
23. [Educational Master Plan](#)
24. [Strategic Plan](#)
25. [Staffing Plan Influences and Decision-Making Process – Flow Chart Draft](#)
26. [Executive Cabinet - Classified Recruitment Tracking Sheet 2012-2013](#)
27. [Draft Considerations for Faculty, Classified, and Administrative Positions](#)

Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic, and growing communities both within and beyond traditional geographic boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

