

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Mt. San Jacinto College February 25, 2025, to February 27, 2025. The Commission acted on the accredited status of the institution during its June 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

William H. Duncan, IV
Team Chair

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Mt. San Jacinto College Peer Review Team Roster

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Summary of Focused Site Visit

INSTITUTION: Mt. San Jacinto College

DATES OF VISIT: February 25 to February 27, 2025

TEAM CHAIR: William H. Duncan, IV

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2024, the team conducted Team ISER Review (formative component) to identify where the institution meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence.

A five-member peer review team conducted a Focused Site Visit to Mt. San Jacinto College from February 25 to February 27, 2025, for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on January 23, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately seventy faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two trustees from the Institution. The team held one open forum which was well attended with over one hundred attendees, and provided an opportunity for the Institution, community, and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College on their commitment to sustained, substantive, and collegial dialog about student outcomes and student equity in order to identify and mitigate achievement gaps for subpopulations of students. This is exemplified in the College's "Call to Action – Radical Reduction of Opportunity Gaps for African American and Black Students" initiative. (I.B.1, I.B.6)

Commendation 2: The team commends the College for the Veterans Resource Center (VRC) demonstrating commitment to continuously improve veteran student success and using data to measure veteran student support programs and services. This is exemplified in the College utilizing new, innovative, and personalized student engagement processes in veteran student outreach and engagement efforts. (II.C.2)

Recommendations

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

Recommendation 1: In order to increase effectiveness, the team recommends the College continue the collaborative process of adopting the recently selected syllabus management solution to ensure that course learning outcomes match those adopted in the official active course outlines of record. (II.A.3)

Introduction

Mt. San Jacinto College was formed in 1960, following a vote by citizens in Banning, Beaumont, Hemet, and San Jacinto, leading to the enrollment of its first students in 1963. The opening of the San Jacinto Campus in 1965 marked the start of a period of rapid growth and expansion that mirrored the development of the surrounding region. Mt. San Jacinto College is a single college district that serves a vast area of over 1,700 square miles with campuses located in San Jacinto, Menifee, San Geronimo Pass, and Temecula.

The district offices are located at the San Jacinto campus at 1499 N. State Street in the city of San Jacinto. The College has experienced significant growth over recent years and annually serves over 25,000 students. For the 2023-2024 academic year, Mt. San Jacinto College offered over 3,600 sections, 33 associate degrees, 34 associate degrees for Transfer, 44 State Approved Certificates of Achievement, and 22 Employment Concentration Certificate options across 5 Success Pathways, as well as 5 non-credit Certificates of Competency, and 5 non-credit Certificates of Completion.

Across each campus, Mt. San Jacinto College has launched notable infrastructure projects made possible by Measure AA, a \$295 million bond measure passed in 2014. Key projects include a \$50.2 million Athletics & Kinesiology Complex – home to HCN Bank Stadium – at the Menifee Valley Campus. The College's newest campus, a 350,000-square-foot modern structure in the heart of Temecula, was officially opened in 2021. The Temecula Valley Campus stands as the first permanent higher education campus in Southwest Riverside County. Further, Science, Technology, Engineering and Mathematics (STEM) will be transformed as Mt. San Jacinto College opens two new facilities on the San Jacinto and Menifee Valley campuses. The two state-of-the-art facilities each feature multi-use, laboratory, and computer-based instructional areas. The San Jacinto Campus STEM building opened in 2024 while the Menifee Valley Campus STEM building is scheduled to open for classes in late 2025. The College also celebrated the new Animatronic Makerspace at the San Jacinto Campus in 2021. Redlands visionary Garner Holt Education Through Imagination (GHETI) built the two-room AniMakerspace.

Mt. San Jacinto College has expanded opportunities in its community by partnering with the Beaumont and San Jacinto Unified School Districts to create two Middle Colleges on the San Jacinto and San Geronimo Pass Campuses. The programs allow students to begin college-level coursework as they are finishing high school and preparing for either a four-year institution, transfer to a community college or to receive an associate degree and enter the workforce.

As a proud Hispanic-Serving Institution for over 20 years, Mt. San Jacinto College maintains its commitment to its growing Latinx community. Hispanic Outlook on Education magazine ranked Mt. San Jacinto College as one of its Top 25 Community Colleges in the nation for Hispanic students. Additionally, the U.S. Department of Education awarded Mt. San Jacinto College a \$2.8 million Title V Hispanic-Serving Institution (HSI) Grant in 2021. The five-year grant is

designed to provide students with access to more programs that will help them stay in college, succeed, and improve graduation and transfer rates.

The local community has a much higher percentage of veterans than the national average as the College locations are central to multiple military installations. Each campus provides comprehensive support to veterans and have integrated students into the fabric of the institution.

Through its review of the ISER, open forums, and the focused site visit, the team noted the fast growth and expansion of the College seems to be stressing the operating structures of the College. While the College continues to be very successful in serving its students, administrators, staff and faculty appear to be spread thin. The team notes that the College is aware of this and is developing ways to support the expansion. Even so, the College has provided quality, robust learning opportunities and support to their diverse student body across a large geographic area.

Eligibility Requirements

1. Authority

The team confirmed that Mt. San Jacinto College is authorized to operate as a public post-secondary degree-granting educational institution. The College has been in continual operation since 1963 under the authority of the State of California. Mt. San Jacinto College has been accredited continuously since its inception by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets the eligibility requirement.

2. Operational Status

The Team confirmed that Mt. San Jacinto College has continuously operated as an accredited community college since 1963. During the 2023-2024 academic year, the College enrolled 17,153 unduplicated credit-seeking students in fall 2023 and awarded 1,719 associate degrees and 255 certificates.

The College meets the eligibility requirement.

3. Degrees

Mt. San Jacinto offers diverse curriculum among 3,600 class sections, 33 associate degrees, 34 Associate Degrees for Transfer (ADTs), 44 state approved certificates, 22 employment concentration certificate options across 5 success pathways, 5 non-credit certificates of competency, and 5 non-credit certificates of completion. The College's catalog stipulates that associate degrees require 60 units, and all ADTs require 18 units in the major.

The College meets the eligibility requirement.

4. Chief Executive Officer

Dr. Roger W. Schultz serves as the Superintendent/President of Mt. San Jacinto College (MSJC), a role he has held since 2008 after being approved by the Board of Trustees. With over two decades of service at the institution, he initially joined MSJC in 2001 as Vice President of Student Services. His leadership experience at the College includes serving as interim Vice President of Instruction and executive director of the MSJC Foundation. Under his guidance, MSJC has expanded student services, academic programs, and community partnerships, reinforcing its mission to promote student success and regional development.

The College meets the eligibility requirement

5. Financial Accountability

The team confirmed that Mt. San Jacinto College uses a qualified auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past three years. Audit reports are made available to the public via Board meetings and the College website.

The College meets the eligibility requirement

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC Standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comments in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will

	not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
x	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The Institution does not offer Distance Education or Correspondence Education.

Narrative:

The team's assessment of the sample Canvas courses provided by the College revealed that they meet the required threshold as outlined in the ACCJC Pilot Quality Continuum Rubric for Distance Education. More than 85% of courses provided met the criteria for regular and substantive interaction. The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings and the institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*. These Canvas courses demonstrate substantive interaction and facilitate group discussions regarding course content or competencies. Regarding interaction, the team concluded the courses provided students opportunities for substantive interactions on a predictable and regular basis, proportionate to the duration and content of the course or competency.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
N/A	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
N/A	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Mt. San Jacinto College's mission reflects its dedication to meeting the needs of its diverse student population through educational opportunities and promoting student learning and achievement. The College ensures that its programs, services, and resources align with and carry out this mission through a comprehensive cycle of program review, planning, and resource allocation. The College regularly reviews its mission and publishes it widely.

Findings and Evidence:

Mt. San Jacinto College's mission includes its purpose: "to provide an accessible education, to instill hope, and to empower our students to transform their lives and those around them." The mission also describes the intended student population as "diverse ... from various identities, cultures, socioeconomic backgrounds, life experiences, abilities, and educational needs that represent [their] community." The mission also includes the types of degrees and credentials offered ("degrees and certifications for career and university preparation") and states a commitment to student learning and achievement "through inclusive and culturally affirming environments that celebrate student voices and create space for self-exploration and growth." (I.A.1)

The College reviews data aligned with its mission, focusing on student success and achievement. This occurs in all planning efforts, including all cycles of program review. Instructional and non-instructional departments receive institutional and program data to evaluate and assess academic program quality, effectiveness, student needs, and gaps. Program review also includes analysis of course and program offerings with respect to headcount, FTES, FTEF, course success and retention rates, number of sections offered, percentage of students taking courses online, and degrees and certificates awarded (where appropriate). The comprehensive program review cycle also includes an analysis of institution-set standards as well as assessment of student learning outcomes. Interactive databases developed by the Office of Institutional Effectiveness support this work. In addition to using data to assess accomplishment of its mission, the College's mission directs priorities for meeting students' educational needs. The College noted that the Educational Master Plan discourse and analysis focuses on internal data that includes student achievement and learning outcomes, but evidence of these conversations in the context of developing the Educational Master Plan was

limited. The College may wish to strengthen dialog regarding student achievement and learning outcomes in future Educational Master Plan development efforts. (I.A.2.)

The College's mission is the foundation for all institutional planning as evidenced in the College's robust annual Program Review and Resource Allocation Proposal (RAP) process that ensures alignment of programs and services with the College's mission, decision making, and resource allocation processes. The College reviews its mission statement prior to developing/updating its Educational Master Plan and Strategic Plan, which in turn influence all other College plans, reports, documents, and resources allocation models. (I.A.3.)

The College widely publishes its mission statement in institutional documents, the College Catalog, and on the College website and displays it in meeting rooms and high-traffic areas. The College's current mission statement was approved by the Board of Trustees on December 14, 2023, after a comprehensive and inclusive review process initiated by a participatory task force with representatives from all college groups. The mission is reviewed every six years. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Mt. San Jacinto College (MSJC) demonstrates a strong commitment to enhancing student outcomes, equity, and academic quality through collaborative, data-informed processes made possible by using a robust data warehouse, managed by the Office of Institutional Planning. The College engages in ongoing dialogues across programs, utilizing disaggregated assessment data to inform decision-making and address performance gaps, particularly for disproportionately impacted student groups. Systematic evaluations of student learning outcomes occur twice within each three-year cycle, guiding adjustments and resource allocations are aligned with institutional goals. Initiatives like the "MSJC Call to Action – Radical Reduction of Opportunity Gaps for our African American and Black Students" exemplify proactive efforts to reduce achievement gaps. Continuous improvement is reinforced through comprehensive policy reviews and participatory governance, ensuring stakeholders are informed of institutional strengths and challenges. Overall, MSJC effectively prioritizes resources to support its mission while maintaining a focus on academic excellence and student achievement.

Findings and Evidence:

MSJC fosters a vibrant and collaborative dialogue focused on student outcomes, equity, academic quality, effectiveness, and the ongoing enhancement of student learning and achievement. Evidence of this dialogue spans programs and disciplines, with data and equity analyses shared throughout the college community. The College actively engages its campus community in meaningful discussions about student outcomes, equity, institutional effectiveness, and continuous improvement through its committee structures and implementation teams. MSJC has launched various targeted projects, programs, and events designed to enhance student learning and achievement, particularly for disproportionately impacted student groups. These institutional dialogues are informed by both internal and external data, along with relevant research, to drive improvement plans that are integrated into the College's master planning priorities, goals, and objectives. The team was impressed by the improvements in student outcomes in closing equity gaps through intentional actions, institutional commitment and resource allocations in support of student equity. This is exemplified through the College's "MSJC Call to Action – Radical Reduction of Opportunity Gaps for our African American and Black Students" initiative. (I.B.1)

The College systematically defines and assesses student learning outcomes for all instructional programs, student support services, administrative units, and learning services twice within each three-year period. This data is thoroughly analyzed during the Program Review process to inform adjustments and establish goals for improved student learning/outcomes. Assessment results are stored in eLumen, and department faculty can modify or rewrite Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) at any time through the Curriculum process in CourseLeaf. (I.B.2)

The College establishes institutional set standards and stretch goals for student achievement that align with its mission, publishing this information on its website. Disaggregated student data, along with these standards and goals, is assessed annually to ensure ongoing effectiveness and relevance. (I.B.3)

The College has implemented processes that effectively utilize assessment data to improve student learning and achievement. Student Services departments conduct annual program reviews with a focus on Service Area Outcomes (SAOs), while Student Learning Outcomes (SLO) assessments are incorporated into annual updates and comprehensive program reviews. MSJC utilizes a native data warehouse system, managed by the Office of Institutional Effectiveness, tailored to meet the College's specific analysis needs. This system is essential for decision-making and policy development, enriching institutional dialogue by providing comprehensive, disaggregated data that enables comparisons and discussions about achievement gaps. The data from this warehouse facilitates data-informed decision-making by supporting important institutional processes, including the Comprehensive Program Review and outcomes assessment. (I.B.4)

The College program review and annual update templates are comprehensive and well-structured. The College has provided clear evidence of data disaggregation by program type and mode of delivery. Annual data encompasses key metrics such as course success, retention, and fill rates. The Office of Institutional Effectiveness ensures that this disaggregated data is easily accessible through a web-based platform. (I.B.5)

The team found that MSJC effectively disaggregates and analyzes learning outcomes and achievement data for specific student subpopulations to identify and address performance gaps. This data is consistently incorporated into the College's Comprehensive Program Review and Annual Program Assessments, as well as into master planning and resource allocation efforts. Instructional departments utilize eLumen as a central database for all assessment data, analyses, and results across course, program, and institutional levels. Initiatives like the Student Equity Plan and the U.S. Department of Education Title V grant demonstrate how the College uses disaggregated data to implement strategies and allocate resources aimed at improving student achievement and learning outcomes. The College's participatory governance structure ensures that these data analyses inform targeted strategies to address disparities, which are then embedded in core planning documents and institutional grants to prioritize effective implementation. The team notes the College's commitment of resources allocated to the "Call to Action – Radical Reduction of Opportunity Gaps for African American and Black Student" initiative. This level of support has helped close performance gaps within the African American and Black students. (I.B.6)

The College promotes continuous improvement through a comprehensive review process for Board Policies and Administrative Procedures, which are evaluated over a three-year cycle. An Annual Tracking and Request for Changes Form is utilized for each policy and procedure. Reviews of policies, procedures, and governance are conducted by participatory governance committees that provide recommendations to the College Council. Additionally, instructional and administrative unit program reviews, along with annual governance evaluations, are employed to ensure effectiveness in supporting academic quality and advancing the College's mission. (I.B.7)

MSJC promotes transparency about its strengths and challenges, keeping all stakeholders informed of issues impacting the institution and student learning outcomes. Monthly meetings of the Institutional Assessment and Program Review Implementation Team provide a forum for program chairs and support service managers to present findings from Program Reviews and assessments. Assessment results are regularly disseminated through various channels, including planning documents, institutional reports, the College website, and presentations at committee and Board of Trustee meetings. (I.B.8)

At MSJC, the mission statement and collaborative planning inform all resource allocation decisions. The College employs a comprehensive evaluation process to enhance institutional effectiveness and academic quality. Resources are prioritized using the Prioritization Allocation Rubric (PAR), in alignment with the Educational Master Plan and Strategic Plan. Both short-term

and long-term financial plans are created to address future obligations. A systematic, data-driven Program Review process integrates with institutional planning and resource allocation, utilizing the RAP and PAR frameworks to score, rank, and prioritize budget requests that support the College's objectives and mission. (I.B.9)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College on their commitment to sustained, substantive, and collegial dialog about student outcomes and student equity in order to identify and mitigate achievement gaps for subpopulations of students. This is exemplified in the College's "Call to Action – Radical Reduction of Opportunity Gaps for African American and Black Students" initiative. (I.B.1, I.B.6)

I.C. Institutional Integrity

General Observations:

The team finds that the College assures the clarity, accuracy, and integrity of information related to its mission, learning outcomes, programs, student support services and accreditation status to students and the public. The College Catalog and website are reviewed regularly for currency and accuracy. Adequate processes are in place to ensure that policies and practices align with the College mission. College programs are presented accurately, in terms of their purpose and learning outcomes, and the institution has adopted and published policies around academic freedom and integrity. The College strives to be true to its mission and espouses equity throughout services provided to meet the needs of their diverse population. The College clearly communicates to its stakeholders all correspondence with the ACCJC.

Findings and Evidence:

Mt. San Jacinto College shares institutional information primarily by two means: the College Catalog and the College website. Both sources of information are reviewed and updated regularly for alignment to current practices and policies. The College mission statement, learning outcomes, educational programs, student support services are published in the College Catalog and the College website. Accurate information concerning accreditation is prominently on a presented dedicated accreditation webpage found from a link in the footer of the College's web pages and published in the College Catalog. The College could strengthen compliance with this standard by developing Board Policy codifying catalog and website timelines. (I.C.1)

The College provides a print and online catalog, which are easily accessible by all. Information relevant to students that are required by ACCJC is present in the 2024-2025 catalog. (I.C.2)

The College publishes Core Competencies and PSLOs in the College Catalog. The annual comprehensive program reviews are published on the College's web site. The Documented

assessment of student learning and analysis of outcomes are collected in the student learning outcome and assessment database supported by the eLumen software. Student enrollment and achievement data are disaggregated and assessed during program review. (I.C.3)

Degrees and certificates organized by Pathways are described on the College website and in the College Catalog in terms of their purpose, content, course requirements, and expected learning outcomes. (I.C.4)

The College describes a three-year review cycle of Board Policies and Administrative Procedures. The College provided an example of the Mission statement updated in March 2024. The College provides a summary of the Community College League of California updates to the Board. The College indicates policies are updated during a summer workshop for departmental and administrative staff. The review and updating of policies and procedures also involve faculty and classified professional feedback specifically during the review process in College Council. Additionally, the Academic Senate is provided with the opportunity to review and update policies impacting or related to Faculty 10 +1 elements. (I.C.5)

The College Catalog and website inform current and prospective students regarding the total cost of education. The cost of instructional materials such as textbooks are viewable in the schedule of classes. Information on overall estimated cost of attendance is provided through the College's Financial Aid website. The College uses Net Price calculator with a personalized estimate of the cost of tuition, required fees, books, supplies, room and board. (I.C.6)

Board Policy 4030 addresses academic freedom and references Administrative Procedure 4030. Board 4030 was last reviewed on December 16, 2021. The team finds that the policy aligns with standards of academic freedom and responsibility. Board policies are accessible in the College Catalog, Faculty Handbook and College website. (I.C.7)

The College adopted Board Policy and Administrative Procedure 3050 addressing the Institutional Code of Ethics. Board Policy and supporting Administrative Procedure 5500 outlines standards of conduct. Student Conduct and Discipline Due Process describes the College's expectations for student conduct including academic honesty and clearly describes what behaviors constitute acts of misconduct. This information can be found in the College catalog and website. Faculty are provided resources regarding their role and responsibility on academic honesty through Board Policy and the Faculty Handbook. The College maintains a Student Conduct webpage that is updated annually. (I.C.8)

Faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline defined by Board Policy and Administrative Procedure 4030. Academic Freedom Administrative Procedures 3050 and Institutional Code of Ethics address the expectation of Faculty to distinguish between personal conviction and professionally accepted views. Faculty are expected to utilize the official Course Outline of Record. As part of the union contract, job descriptions for all faculty positions outline the professional expectations of each position and are evaluated by a peer review process. (I.C.9)

The College does not seek to endorse or require faculty, staff, administrators, or students to adhere or conform to specific codes of conduct that instill specific beliefs or world views. (IC.10)

Standard I.C.11 does not apply to the College.

The College makes all documents and correspondence with ACCJC publicly available on its website. Included within the accreditation link from the homepage are annual reports, substantive change letters, and notification of program changes. All correspondence with ACCJC meets the reporting deadlines established. The College has publicly disclosed the Open Forum date and Zoom link along with dates of the comprehensive peer review visit. (I.C.12)

The College posts documents and accreditation status for the ACCJC along with corresponding documents. In addition to the ACCJC, the College posts programmatic accreditation association and contact information for associate degree Nursing and Diagnostic Medical Sonography programs. The College complies with USDE's regulation on public notification by having links posted on its website for Complaints and Third Party Comments. This standard can be strengthened by reporting to the public association with the California Department of Public Health approving the Certified Nurse Assistant and the Radiologic Technology programs. (I.C.13)

The College's ensures a commitment to delivering high quality education and commitment to student achievement and learning. Factors that might affect the institution's ability to deliver services are monitored annually through comprehensive program review, learning outcomes, integrated planning. Fiscal reports and well-defined curriculum development. It does not generate returns for financial investors or external interests. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs:

General Observations:

Mt. San Jacinto offers courses and instructional programs in diverse modalities that align with the College's mission. The College has demonstrated effective institutional curriculum review processes. As an area of excellence, the course outlines of record contain an excellent diversity and equity component. The College has a process in place to ensure course learning objectives and outcomes remain current. The team notes the college is working to ensure that all course learning outcomes listed on the COR are listed on all corresponding syllabi. Excellent student support services are provided through libraries, learning centers, Veterans Resources Center, Academic Support Services, Personalized Academic Learning Skills spaces, EOPS program, Federal Title V Hispanic Serving Institution grant programs, Puente Program, and the Umoja. The College has established a Transfer Center for students, which provides them a Transfer Schedule of Events calendar, supporting robust student transfer rates.

Findings and Evidence:

In the 2023-2024 academic year Mt. San Jacinto offered diverse curriculum among 3,600 class sections, 33 associate degrees, 34 ADTs, 44 state approved certificates, 22 employment concentration certificate options across five success pathways, five non-credit certificates of competency, and 5 non-credit certificates of completion. The College's Mission Statement was revised and approved by the Board of Trustees in December of 2023, which demonstrates the College's proactive efforts to provide up to date shared institutional support for students' academic goals. The College has an active College Curriculum Committee and curriculum processes outlined in BP 4020 Program, Curriculum and Course Development, AP 4020 Program and Curricula Development, and AP 4022 Course Approval. Although the College does not offer correspondence courses, AP 4105 Distance and Correspondence Education supports the College offering quality approved distance education courses. As a result, the College offers courses through online, hybrid, and in-person modalities that align with their mission. Additionally, the catalog clearly defines program course requirement for students. Overall, diverse course modality offerings in the College Catalog are provided in fields of study consistent with the College's mission to support students' achievement of degrees, certificates, employment, and/or transfer to other College programs. (II.A.1)

Mt. Jacinto College's Integrated Planning Timeline chart reflects their mission statement aligning with the College's six-year planning calendar. The planning corresponds to the timelines of the College's major Educational Master planning and Strategic Plan development process. The draft of the College's Master Plan reflects data being used in three areas: service area, internal data, and programs. The 2023-2026 Program Review Cycle documents, and 2022-2023 Annual Program Review Template documents, include areas to use data to drive program review completions. Strengthening the program review process, the College collects and uses data in the areas of awards, time to completion, UC and CSU transfer numbers, award fill rates, award retention rates, award success rates, course success rates, and closing the course program opportunity gaps. The College's Office of Institutional Effectiveness makes data available for employees to effectively accomplish institutional planning; program review and assessment; enrollment management; scheduling efforts; and core institutional mission functions. The Program Review Cycle document offers an excellent video to support employees completing a 3-year comprehensive program review and an annual program assessment. The evidence demonstrates the College collecting and using data to determine how effectively it is accomplishing its mission and institutional priorities in meeting the educational needs of most students. (II.A.2)

Mt. San Jacinto's Curriculum Committee approves course outline of records that list course, program, and institutional learning outcomes utilizing CourseLeaf and SharePoint tools to facilitate curriculum development and approvals. The Academic Senate provides a syllabus checklist to the faculty that includes the course learning outcomes as required to be listed on course syllabi that are distributed to students. The team noted that there have been times when learning outcomes on the syllabus and the official course outline did not align. The College has recently selected and is piloting a new tool, Simple Syllabi, to uniformly present course content and directly populate course learning outcomes from the curriculum database. Completion of this project will serve to ensure that active course learning outcomes match what is presented in syllabi provided to students. Further, the team reviewed evidence that reflects effective and regular assessment of learning outcomes for courses, programs, certificates, and degrees using established procedures. (II.A.3)

Mt. San Jacinto does not offer pre-collegiate level curriculum in Math and English. The College counterbalances this situation by offering co-requisite support courses in Math. The College has established the Personalized Academic Skills Program for students with disabilities to take noncredit English as a second language. To further support students, the Learning Resource Center offers tutoring in writing, Math, and other disciplines. The Student Success Committee works in tandem with the Partnership for Academic Success Implementation Team and the AB705 team to compensate for no longer offering pre-collegiate level curriculum in Math and English. (II.A.4)

Mt. San Jacinto College has recently revised BP 4020 Program, Curriculum, and Course Development and AR 4020 Program and Curriculum Development. Regular updates to these policies support effective and current curriculum practices being followed that adhere to the

California Community College Chancellor's Office (CCCCO) Program and Course Approval Handbook that aligns to common accepted practices in higher education. Adherence to the amalgamation of these policies and AP 4020 Course Approval further supports suitable depth, breadth, and rigor of CORs and PORs. The College's catalog stipulates that associate degrees require 60 units and 34 ADTs that require 18 units in a major. The College does not offer a Baccalaureate degree. The evidence in this section demonstrates policies being in place to ensure appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (II.A.5)

A recent Mt. San Jacinto College's Board of Trustees Report indicates that following areas have increased since 2020: sections and fill rates by term; online course offerings; headcount by term; and FTEs by term. The waitlisted seat count for online courses in 2020 was 54%, compared to 84.9% in 2024—indicating student demand for increasing online courses. The College recognizes that the modality of sections being offered is critical to student success in seeing their academic goals come to fruition. The team confirms that the college schedules courses to ensure appropriate time to completion. Further, the College provided evidence of using real-time enrollment data to monitor fill rates for specific courses. This practice supports prompt adjustments for courses with low-enrollment, potentially replacing them with high-need and high-fill courses. While adjusting to student demand the institution remains conscious of maintaining courses that students need to complete their program of study. (II.A.6)

Mt. San Jacinto College offers courses in the diverse modalities of face-to-face, hybrid, and fully online to meet students' needs. Designing the IDEA team is an exceptional institutional aim that fosters students' goals are being met. The MSJC Equity Pledge acknowledges that systemic barriers exist in eleven areas that include sexuality, gender identity and expression. The team's assessment of the sample Canvas courses provided by the institution indicates that they meet the required Regular and Substantive Interaction threshold based on the ACCJC Pilot Quality Continuum Rubric for Distance Education. The institution demonstrates effective use of delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. (II.A.7)

Mt. San Jacinto College has procedures that provide for how students may alternatively earn credit for prior learning. Evidence shows these alternative options include Advanced Placement (AP) examination, International Baccalaureate (IB) examinations, College Level Examination Program (CLEP), and Evaluation of Joint Service Transcripts (JST)/Military Articulation. Further strengthening the process outline in procedures, the College provides an excellent Policy for Earning College Credit informational form that describes this diverse credit for prior learning opportunities. Although few of the College's departments offer credit by exam, evidence indicates that they do have proper procedures in place to ensure the results are unbiased and valid. (II.A.8)

Mt. San Jacinto has policies and procedures in place for the Curriculum Committee to review and approve credit calculations for all CORs. AR 4020 Program and Curriculum Development and the AP 4020 Credit Hour Policy resources tool outlines credit hour calculation processes for faculty and the Curriculum Committee to adhere. There are processes in place that allow for CLOs to be approved by constituent groups that include the Curriculum Committee, Program Review and Assessment Coordinator, department chairs and deans. Evidence indicates the College provides clear program learning outcomes to students for all programs degrees and certificates. The Request for Evaluation Form and program application form links strengthen clear transfer processes for students. (II.A.9)

Mt. San Jacinto has policies AP 4050 Articulation and Policy for Earning College Credit in place to ensure courses transfer for students. The College has established a Transfer Center for students, which provides them a Transfer Schedule of Events calendar. The amalgamation of policies, Transfer Center, and New Student Counseling Sessions, support students before and during transfer to ensure transfer requirements are being achieved. The College has designed an Articulation Handbook that outlines processes for awarding credit to students for high school equivalent courses and regional occupational programs. In addition to this, the College defines general education requirements in their catalog. (II.A.10)

Mt. San Jacinto has eight ILOs available to publicly view: aesthetic awareness; civil, personal and professional responsibility; communication; critical thinking; cultural awareness and humility; information and technology literacy; scientific awareness; and social awareness. Every six years these ILOs are reviewed, and this process involves multiple constituent groups that include the Academic Senate; Institutional Assessment and Program Review Implementation Team; and the Board of Trustees. The College has provided evidence of using eLumen to document assessment of CLOs and linking them to their corresponding ILOs. (II.A.11)

Mt. San Jacinto College has BP 4025, the Inclusion, Diversity, Equity, & Accessibility Implementation (IDEA) Team and AP 4020 Program and Curriculum development in place. This supports faculty involvement in determining the appropriateness of courses being included in their general education curriculum. Furthermore, this faculty driven process includes the consideration of course learning outcomes and competencies appropriate to the degree level. The Curriculum Committee and the review process provide opportunities to determine if a course is eligible as a general education course. Lastly, the College's 2023-2024 Catalog illustrates Core Competencies and general education requirements for Associate Degree programs. (II.A.12)

Mt. San Jacinto utilizes the eLumen software to document the relation of CLOs to PLOs and CLOs to course competencies, as well as score CLOs being met. The catalog indicates that all associate degree programs offered have a focus area and corresponding core courses. The College adheres to the Course Identification Numbering System for courses, which aligns with the state requirements that include ADTs. (II.A.13)

Mt. San Jacinto offers CTE programs for students earning occupational licensure and training

that align with local or employment demands—AP 4102 Career Education Programs in place, which includes the necessity for CTE program’s advisory committee. The College includes relevant professionals in the related industry in their advisory committees. (II.A.14)

Mt. San Jacinto’s 2023-2024 Catalog illustrates continued enrollment catalog rights, which ensures a student that meets this requirement will be provided courses to enroll that allow them to complete their educational goals. The College offers counseling guidance and enrollment services for students to request, through the Office of Instruction, completion of inactive coursework or programs with an alternative course or a special project. Supporting this process, the College has recently revised their student-centered AP 4021 Program Viability and Discontinuance that clearly defines program viability and potentials discontinuance. These policies and processes support student completion of programs that become discontinued or revised. (II.A.15)

Mt. San Jacinto has a process to regularly evaluate and improve the quality and relevance of instructional programs offered, which include collegiate; pre-collegiate; CTE; and continuing and community education programs. Through this process the institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. (II.A.16)

Conclusions:

The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College continue the collaborative process of adopting the recently selected syllabus management solution to ensure that course learning outcomes match those adopted in the official active course outlines of record. (II.A.3)

II.B. Library and Learning Support Services

General Observations:

Mt San Jacinto College supports student learning achievement by providing library services, Library Resource Centers, and other support services to students regardless of location or modality. Collaboration of faculty, department chairs, librarians, and program coordinators to acquire relevant materials and equipment. The institution collaborates with other institutions and associations to enhance instructional programs and learning support services.

Findings and Evidence:

Mt San Jacinto College supports student learning achievement by providing library services, Learning Resource Centers, and other support services to students regardless of location or modality. Some of the open resources include computer labs that are accessible by students and community members. The computers are equipped with free internet, Microsoft office, other software, and the ability to print and copy at all three locations (San Jacinto, Meniffee Valley, and Temecula Valley). Collaboration of faculty, department chairs, librarians, and program coordinators all acquire relevant materials and equipment. The support provided by the College includes tutoring in math and writing, along with advanced study and research skills which include computer labs offering technical support. The program review reflects data from the Supplemental Instruction program analyzing the useful and effective outcomes. (II.B.1)

The College depends on faculty, including librarians, and other learning services professionals along with the selection of equipment and materials to support student learning while achieving the mission. The College provides students with opportunities to obtain materials from the library provided by faculty recommendations and alignment with data collected through the College. (II. B.2)

The College has addressed the needs identified in faculty and student surveys, as well as the impact from a presentation from Dr. Gina Garcia by changing the mission statement to align with the College's Hispanic Serving Institution designation. The library demonstrated the need to address the disproportionate impact gaps through recognition of student needs through the need for additional Chromebooks and access to OER. The College has not identified resources to purchase additional Chromebooks, however professional development and use of the library resources is being utilized to maintain textbooks for library circulation. The SI Supplemental Instruction program gathers retention data supporting students in difficult courses and demonstrated positive results although many students in Spring 23 were not able to attend due to schedule conflicts unlike students in Fall 22 had higher attendance. (II.B.3)

The College libraries, LRC's, and Supplemental Instruction Program collaborate with other institutions including but not limited to the Council of Chief Librarians, Credo Education, the California Community College Success Network, and Net Tutor are utilized to ensure quality services are accessible to all students. The institution collaborates with other institutions and associations to enhance instructional programs and learning support services. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Mt. San Jacinto College evaluates its student support services through an annual program review process informed by feedback from participatory governance bodies like the Student

Success Committee and the Student Success Support & Services Implementation team. This comprehensive review aligns with the College's mission and Educational Master Plan, assessing the quality, reliability, and accessibility of services across all locations and modalities. Multiple data collection methods, such as satisfaction surveys and the Community College Survey of Student Engagement (CCSSE), are used to evaluate and improve services.

The College also demonstrates effective use of data across various programs, including the Financial Aid Office, Extended Opportunity Programs and Services (EOPS), and the Veteran Resource Center (VRC). These data-driven assessments lead to improvements in service delivery, such as an awareness campaign to increase FAFSA submissions. Additionally, the College provides both in-person and virtual student services, using platforms like Zoom and Cranium Café, to ensure accessibility. Student engagement is further supported through robust oversight of activities, fiscal management, and adherence to athletic standards, ensuring comprehensive support from onboarding through retention and completion.

Findings and Evidence:

The College evaluates student support services through an annual program review process and feedback from participatory governance structures including the Student Success Committee and Student Success Support & Services Implementation team. The program review is a comprehensive self-assessment that aligns with Mt. San Jacinto's mission and Educational Master Plan. The quality of services is assessed to demonstrate the appropriateness, reliability and accessibility to students regardless of location or delivery. Included in the program review process is an assessment of service area learning outcomes to learn about student preferences, quality of services and how their services support learning. Multiple data collection methods are used to evaluate the quality of services including a satisfaction survey and participation in the Community College Survey of Student Engagement (CCSSE). Departmental adjustments are made to improve services based on data from those surveys. (II.C.1)

The College uses data and information gathered by its various programs to identify and assess learning support outcomes. This includes a program review for each student support program (evidence) and survey data. Examples provided are the Extended Opportunity Programs and Services (EOPS), Accommodation Service Center (ASC), Veteran Resource Center (VRC). The VRC provides services to students at all three campus locations accommodating approximately 1,400 students in collaboration with the three local military bases. The VRC provides students with a community centered environment working collaboratively in the community with high school students and other veterans, while being led by both student and staff veterans. For example, student members of the VRC self-organized to assist with the college food pantry, demonstrating a sense of belonging and agency. The team was impressed with the level of engagement the staff and students associated with the Veteran's Center. The Financial Aid office uses data gathered from surveys to assess the needs of students and understand policies, application and procedures impacting their area. Data is used to implement strategies to improve the outcomes of students. The example was provided to explain how the Financial Aid Office implemented an awareness campaign to increase the number of CCPG and Pell grant

students. The campaign included emails to students, use of raw data to identify students who were missing a FAFSA, and improvements to websites. In counseling options in modality provided to students are a result of survey feedback. (II.C.2)

The College demonstrates the use of data for evaluation of its student support services. For example, the student services leadership team meets regularly to evaluate and analyze data to strategically offer services in-person and virtually to meet the needs of students. Evidence provided demonstrates that actions taken are in alignment with Title 5 regulations (SSSP) ensuring access to matriculation, academic and financial planning. All services are accessible in multiple modalities. Improvements have been made to meet the demand for online support services including academic support. Mt. San Jacinto College has implemented the Student Support Hub using Zoom and Cranium Café. The hub provides a comprehensive list of several access points for services. (II.C.3)

Mt. Jacinto College's Student Government Association (SGA) provides an oversight of student engagement. SGA works closely with the Student Life and Development Program (SLDP) which provides oversight of expenditures which also includes internal audits. The evidence provided demonstrates a high level of oversight and adherence to established board policies and procedures. The coordination of various activities and events provides students with opportunities to contribute to social and cultural aspects of their overall experience. This includes internal controls for fiscal management and planning. The twelve athletic teams adhere to the CCCAA standards by having their athletes meet eligibility requirements. These requirements include meeting academic performance, enrollment and physical standards each sport season. Evidence demonstrates that athletes are supported at every step, from onboarding (summer bridge program) through retention and completion. A dedicated athletics counselor has been hired to provide support including transfer. Per board policy the Vice President of Student Services or designee provide oversight of finances, California Community College Athletic Association Constitution, Bylaws, and handbooks. (II.C.4)

Mt. San Jacinto's Board Policies established the counseling area as an essential part of the education mission of the College and outlines responsibilities. Students are provided with services in-person or virtually regardless of campus location. Student Education plans (Abbreviated or Comprehensive) are developed to ensure students understand the requirements for their program. The plans are available to students to review since they are digital. The evidence provided demonstrates the types of services provided by counseling faculty including graduation requirements, transfer, and enrollment loads. Scheduled training provides counselors with the knowledge to better advise students with accurate information. Timely, useful and accurate information is also provided systemically. This includes a comprehensive onboarding process facilitated by navigators and Pathway Counselors. The College catalog and other outlets of information such as enrollment processes, counseling, advising, and College websites. The College has a specified time frame (90 days) for students to meet with their counselors. The use technology (ConExed) has facilitated the implementation of Student Milestones which allows students to explore and plan career options, preparing for

next term, meeting with a counselor and applying for Financial Aid, within a structured format. (II.C.5)

The College has policies in place and administrative procedures that specify the qualifications of students needed for their programs regardless of enrollment type (first time, transfer, high school, or international). The College also has policies in place that align with its mission to provide accessible, and equity minded educational opportunities such as BP 5055 (Open Enrollment) and BP5055 (Enrollment Priorities). Information about qualifications for its programs is made available through their catalog, website (admissions and registration pages). Information on the website is reflective of the College catalog. The College has a Pathway Program in place dedicated to K-12 and First year experience. Depending on the enrollment type, students are following a pathway before their initial semester. (II.C.6)

The College's placement practices are in alignment with state regulations. A multiple measures model recommends placement to students with or without concurrent support. Students can access CCCApply through the College's Enrollment Services web page and the College catalog. Special admissions to programs such as nursing and child development are made available through those programs. Instruments for placement are described, and evidence is provided, however, how the College evaluates practices is not mentioned in the narrative. (II.C.7)

The College ensures student records are maintained in compliance with federal and state privacy laws. Board policies and administrative procedures are in place to provide guidance and accountability to ensure that records are permanently, securely, and confidentially maintained. Records are digitally stored in Colleague and OnBase. Access to records is restricted by Single Sign-on. Beyond current protection of records, the College has adopted Administrative Procedure 4743 (Disaster Recovery and Business Continuity) which provides a level of preparation for systems back up in case of a natural disaster. Policies and procedures relating to the release of records are through the College catalog via the College website. Privacy of records adheres to FERPA regulations. (II.C.8)

Conclusions:

The College meets the standard.

Commendation 2: The team commends the Veterans Resource Center (VRC) for their commitment to continuously improve veteran student success and using data to measure veteran student support programs and services. This is exemplified in the College utilizing new, innovative, and personalized student engagement processes in veteran student outreach and engagement efforts. (II.C.2)

Standard III

Resources

III.A. Human Resources

General Observations:

MSJC employs qualified faculty, classified professionals, and administrators through a transparent process while effectively managing human resources supporting the institution's mission and enhancing academic quality. Employee evaluations are based on clearly defined criteria, and systematically documented, fostering a culture of accountability and professional growth. The commitment to equity and diversity is shown in the EEO plan, which includes robust professional development programs, where employees can enhance their skills through training sessions, workshops, and conferences.

Findings and Evidence:

Mt San Jacinto College is providing transparency regarding hiring procedures and employment opportunities that are communicated to the public through various entities. The College uses criteria for job announcements and descriptions that include the mission of the College, expectations for the potential candidates, and the needs of the College. Minimum qualifications are listed with an expectation for all candidates' awareness. The College provides thorough descriptions of the various types of positions including classified, faculty, and administration. (III.A.1)

Mt San Jacinto College ensures faculty meet the hiring criteria with the appropriate degree, teaching experience, and/or professional training. The College includes in this hiring group non-teaching faculty that include librarians, counselors, and supplemental instruction coordinators meeting minimum qualifications while contributing to the College mission. The requirements in the job announcements demonstrate the expectation to participate in curriculum development, program review, while emphasizing the evaluation of how faculty contribute to the College mission. The College displays a video on the Human Resources page reflecting Diversity, Equity, and Inclusion with specific administrators and employees sharing their experiences to attract diverse candidates. The hiring process is provided with specific details on how the College process for hiring is conducted. The document is specific to the interview policy, purpose, and outlines expectations including occurrences during each phase of the process. (III.A.2)

AP7120 recruitment and selection provides the recruitment and hiring process, the roles of the selection committee and the expectations of notifying candidates, reference checks and board approval. Administrators and employees responsible for educational programs and services are

first screened to ensure compliance with the minimum qualifications necessary for the position they are being considered for. The team appreciated a video found on the Human Resources page of the Mt. San Jacinto College web page that reflects the Diversity, Equity and Inclusion of the College. This allows staff to connect with potential employees through their own expressions of a diverse work environment. (III.A.3)

Mt San Jacinto College verifies the validity of transcripts and ensures that all degrees are from accredited institutions in the United States and listed the Council of Higher Education Accreditation as a source, while also recognizing degrees from non-U.S. institutions with equivalency requirements being met. (III.A.4)

Mt San Jacinto College conducts evaluations according to negotiated criteria with respective bargaining units including CTA, CSEA, CWA/UPTA (AP 7150). The Administrative policy provides a process for educational and classified administrators appointment, contract, performance process including the instruments used, and the dismissal process. The college provides links on the instruction services division site with evaluations and resources for teaching and non-teaching faculty. Human Resources coordinates evaluation dates through notifications to supervisors/managers as well as maintaining the tracking and reporting systems to update senior leadership. The College fosters continuous improvement with updates to the evaluation process as needed and consistent with negotiations, the mission, and the employee's job functions. The management of evaluations for classified and administrators is conducted by NEOGOV/NEOED. (III.A.5)

Mt San Jacinto College maintains an adequate number of full-time and part-time faculty members to meet the needs of the College mission. They have surpassed the Faculty Obligation Number (FON) set by the state of California while complying with the Title V requirements as identified in the FON report and the adopted budget summary which also demonstrates meeting the "fifty percent law" mandate. The team finds that full-time and part-time faculty staffing are sufficient to deliver quality instruction and services to students. The College fills new and replacement positions through the program review process and a Joint Hiring Proposal, utilizing a rubric and data from institutional research. The positions are ranked by the Joint Hiring Committee, that is comprised of administrators, faculty, and Human Resources who rank the proposals and are then submitted to the Superintendent/President's Executive Cabinet before submission to the Board of Trustees. Positions are discussed with Vice-Presidents to ensure the most critical positions are considered based on student demand and program growth. (III.A.7)

Mt San Jacinto College engages the part-time faculty through an orientation upon hiring. Part-time faculty are encouraged to participate in professional development each semester with sessions that are tailored to their needs; Flex Day training that is also available to full-time faculty is offered to part-time faculty and they are compensated for attendance. The College developed a 3-year professional development plan by the committee that began in 2019 and aligns with the state chancellors 2030 vision; there are 4 goals that include maintaining an

inclusive environment, promoting collaboration, supporting professional development that is directly linked to student success, and more equitable outcomes. The department chairs council created a handbook that supports practices for hiring associate faculty including helpful resources and guidelines. The part-time faculty participates in surveys that provide collaborative engagement in college processes. (III.A.8)

Mt San Jacinto College creates job summaries for classified professional staff that align with current needs that are determined by HR and department leads; reviewed by Executive Cabinet as aligned by the data from the program reviews, and master plan documents. The positions are also identified in the Planning and Resource Allocation Model as identified in the College staffing plan. The College conducted a re-organization in 2022 to accomplish institutional goals, ensure the health and safety of campus staff, students, community, and compliance with external mandates in a cost-neutral process. (III.A.9)

Mt San Jacinto College maintains sufficient administrators with the oversight of the Superintendent/President. The use of institutional data and priority analysis has led to changes in some of the administrative positions. The College has identified in its staffing plan the use of data, financial resources, and program review to support the College staffing level decisions. (III.A.10)

The team confirms that Mt San Jacinto College established board policy 2410, related to personnel policies and procedures, that are public and available on the website through Board Docs; policies are reviewed every three years or more often as needed, and the College has posted an annual review and update cycle identifying timeline for changes. (III.A.11)

The College has board policies (BP3410) and an equity pledge that aligns with the mission, the programs, staffing, and practices as it pertains to equity and diversity; the prohibition of discrimination harassment are included in the policies (BP3430; BP3433) including ongoing professional development training. BP3400 indicates how the College is committed to DEIA adding the definitions of each category; the College has adopted an EEO plan. (III.A.12)

Mt San Jacinto College upholds written codes of professional ethics in Board Policy 3050 that defines ethics, the importance, expectations, and employee responsibilities. The College has additional approved Administrative Procedures (7360, 7365) for academic and classified employees with specific behavior expectations, violations, and discipline actions that could occur. (III.A.13)

Mt San Jacinto College provides professional development to employees at every level. A three-year Professional Development plan has been developed, involving all employee groups. The professional; development committee advises on the implementation of the plan and all professional development programs. The team noted the Classified Professional Development Day, and a Presidents leadership academy where 25 faculty, classified, and administrators are selected from an application process for three days of intense leadership development, with

additional professional development opportunities available after the three-day training.
(III.A.14)

Mt San Jacinto College has an Administrative Policy AP7145 ensuring the privacy of personnel records with completion, accuracy and allowing employees the right to inspect those files as indicated by the labor code. Each employee is noted as having rights of notification for documents of a derogatory nature being included in the files and it requires their knowledge of documentation and ability to comment; documents are stored in the galaxy system and protected; executive cabinet files are kept separate in a locked space in the Vice President of Human Resources office. (III.A.15)

Conclusions:

The Institution meets the Standard.

III.B. Physical Resources

General Observations:

The College has personnel and processes involved with physical resources to ensure sufficiency, safety, feasibility, and support of programs and services which support the College's mission. Specific job titles include duties related to safety and security. Planning processes include components that provide an opportunity for the College to assess facility and equipment needs.

Findings and Evidence:

The College ensures safe physical resources at all locations through inspections, reporting processes, policies and procedures, and committees. The College ensures sufficient physical resources through planning and program review, committees and reporting processes. (III.B.1)

The College integrates Long-term capital planning through various institutional plans including the Educational Master Plan, Facilities Master Plan, Technology Master Plan, and program review. The College is executing Measure AA, a \$295 million dollar bond with alignment to its facility master plan. The College develops and submits the Five-Year Capital improvement Plan. Additionally, Annual program assessment and program review are completed by each area to evaluate and assess how effectively facilities and equipment meet the needs of programs.
(III.B.2)

The College ensures the feasibility and efficacy of its physical resources to support institutional programs and services through a systematic cycle of institutional planning for facilities and equipment. Departments overseeing physical resources, including facilities, maintenance, custodial services, and grounds, actively participate in the program review process to assess services and identify College needs. Regular reports on facilities, equipment, and other assets are provided to the Executive Cabinet, Board of Trustees, as well as all staff and faculty to keep them informed about institutional planning efforts. The College reports the

Deficiency and Facilities Condition Index and a Five-Year Scheduled Maintenance Plan to the California Community College Chancellor's Office. These reports require assessment of facilities. College departments can submit facility related resource requests through the Program Review process. (III.B.3)

The College's long-term capital plans support institutional improvement goals and incorporate the total cost of ownership of new facilities and equipment. Long-term capital planning is integrated into various institutional frameworks, including the Educational Master Plan, Facilities Master Plan, annual five-year plan updates, Technology Master Plan, Program Review, and other annual planning initiatives (III.B.4).

Conclusions:

The College meets the standard.

III.C. Technology Resources

General Observations:

The College demonstrates providing sufficient technological resources to support the mission, vision, and values of the institution. The College technology services and resources are aligned with the institution's goals in supporting students, faculty, and staff through IT resources and services. The College's Technology Master Plan guides strategic initiatives in maintaining and improving its technology infrastructure, ensuring ongoing support for its functions. The College's infrastructure is scalable, secure and designed to meet both current and future technological needs. All College sites are managed for technology access and the staff are provided technology training. Policies and protocols are in place to ensure appropriate use by all members of the campus community with the intent of maintaining data security.

Findings and Evidence:

The College technology services and resources are aligned with the institution's goals in supporting students, faculty, and staff through IT resources and services. The Technology Master Plan guides strategic initiatives in maintaining and improving its technology infrastructure, ensuring ongoing support for its functions. Collaboration within the College's governance structures ensures that technologies are implemented, sustained, and extended to support academic and operational functions. The hardware and software inventories identify the technology utilized by the College. (III.C.1)

The College systematically plans, acquires, maintains, upgrades, and replaces its technology infrastructure to support its mission and operations. The Technology Master Plan outlines the utilization and prioritization of technology resource allocations (staffing, funding, and facilities) designed to ensure successful implementation and sustainability of existing technologies and

support future innovative technologies. The College's infrastructure is built on a well-established architecture that supports scalability, stability, and security, designed to meet both current and future technological needs. IT actively researches emerging trends and technologies to ensure up-to-date technology planning and implementation. The College's participatory governance process developed a Technology Master Plan, guiding the allocation of resources to maintain and enhance the technology infrastructure, supporting both existing technologies and future innovations. The institution is shifting towards cloud-based solutions and virtual private cloud hosting to reduce costs and risks, demonstrating forward-looking strategies in maintaining its technological capacity. (III.C.2)

Technology resources are implemented and maintained by the College's IT department present across all three main campuses and through virtual support, ensuring reliable access for students and staff. The College has policies and procedures in place to ensure system reliability, security, backup, and disaster recovery, protecting against risks such as intrusion, inappropriate use, and threats to data confidentiality and integrity. (III.C.3)

The institution offers a wide range of instructional methods—face-to-face, virtual sessions, group or one-on-one settings, and recorded resources—to ensure flexibility and accommodate individual learning needs. This variety ensures that all users can access technology training in a manner that suits their schedules and learning style. The College provides students with access to technological support through multiple channels, including the website, help articles, and online help requests via Fresh Service. These resources ensure students can effectively use technology in their academic activities. The IT department regularly reviews support requests and monitors feedback to ensure ongoing relevance and effectiveness of technology instruction and support. This continuous improvement approach indicates a commitment to maintaining high-quality support. Faculty and staff are provided with professional development opportunities during events such as Faculty Flex Days and Classified Professional Development Days, where technology topics such as Office 365, Zoom, MS Teams, and CourseLeaf are covered. These workshops help ensure that all employees are well-versed in the technological tools necessary for institutional operations. (III.C.4)

The institution has clearly defined policies, such as Administrative Procedure 3720 (Acceptable Use Policy) and Administrative Procedure 3725 (Information and Communications Technology Accessibility and Acceptable Use), which guide the proper use of technology in educational processes. These procedures emphasize compliance with software copyrights, respect for information resources, and prevention of unauthorized access. Administrative Procedures 3729 (Information Security: Logging and Monitoring) and 3730 (Information Security: Remote Access), address the critical areas of information security. This demonstrates that the institution prioritizes the protection of technology systems used in teaching and learning. Additional procedures covering mobile computing (Administrative Procedure 3740), email and productivity tools (Administrative Procedure 3741), and the use of copyrighted materials

ensure that technology use is not only secure but also ethically sound. The policies are communicated to students through orientation programs and the College website, ensuring that students are aware of appropriate technology use. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Mt. San Jacinto College plans and manages its fiscal affairs with integrity and in a manner that ensures fiscal stability. The College's mission and goals guide the financial planning process and are well documented in plans, board policies and administrative procedures. The College has an annual budget process which involves constituencies, incorporates data, and integrates the costs of institutional goals and initiatives. The evaluation team confirmed that the College conducts audits for its general and bond financial statements. The audits are conducted by an independent accounting firm, as of the last report, had no findings.

Findings and Evidence:

The College has board policies and administrative procedures and a budget development process that are designed to ensure financial resources are sufficient and that the distribution of resources supports the College's programs. Department budgets are developed within the budget process framework. Evidence demonstrates that budget staff meet with each manager and provide them with historical budget information and a process for a budget proposal. The result of the budget development process is the Adopted budget workbook. Program review processes contain a Resource Allocation Proposal process. (III.D.1)

The College has policies and procedures setting the framework for sound financial practices and financial stability. The College mission and operational goals form the basis for financial planning, and that financial planning is interwoven through its institutional plans such as the Educational Master Plan and Strategic Plan. The Institutional Planning Committee recommends College-wide strategic planning and endorses the institutional plans. The Budget Committee reviews the budget development process. Information about the budget is disseminated through the Budget Committee, presentations to the Board of Trustees and at various meetings. (III.D.2)

The College clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. This is demonstrated by the charge and

meeting minutes of the Budget Committee, the Planning Driven Budget Development Process, and the Budget development Calendar. (III.D.3)

The College's institutional planning reflects a realistic assessment of financial resource availability, development of financial resources and expenditure. The College uses information from the California Community College Chancellor's Office for revenue estimates. The Adopted Budget outlines the assumptions for revenue and expenses on pages 1 and 2 and The Office of Institutional Effectiveness monitors student data and makes recommendations for course schedules to realize FTEs goals. (III.D.4)

The College has policies in place to assure the financial integrity of the institution and responsible use of financial resources using appropriate internal control mechanisms. Through annual external audits the College evaluates its financial and internal control systems. Audits reflect accurate and timely information and controls. College finances are managed through Riverside County Office of Education's (RCOE) financial software and the Colleague system. Access is controlled by appropriate managers to ensure expenditures are approved by the proper authority. Business Services staff review requested warrants from departments and approve the expenditure. RCOE also performs an additional internal audit on all expenditures. (III.D.5)

Financial documents which include the budget and independent audit, have a high degree of credibility and accuracy, and reflect the appropriate allocation and use of financial resources to support student learning programs and services. The College has hired an outside Certified Public Accountant that has issued the College with an unmodified opinion on the credibility of financial operations. The results of the annual accounting audits also attest to the credibility and accuracy of financial systems. (III.D.6)

The College did not have any external findings in FY2022-23. Results of the audit are reported to the Board of Trustees at the regularly scheduled meeting every year in November or December. (III.D.7)

The annual audit includes assessment of internal controls for validity and effectiveness. The College's internal control system components include separation of duties, accountability, security of assets, and reconciliations. A position control process is in place. Accounts payable processes have a reconciliation process. (III.D.8)

The College has sufficient cash flow and reserves to maintain stability and meet fiscal emergencies and unforeseen occurrences, as well as processes to address cash-flow challenges. BP6250 establishes the unrestricted reserve at 16.7% of general fund operating expenditures. In FY 2022-2023 the reserve was 17%. Also, the College maintains a special board reserve for PERS, STRS and OPEN future liabilities. (III.D.9)

The College practices effective oversight of its finances. The Business Office reviews and reports to the Board of trustees on the payroll, commercial warrants, contracts, appropriation transfers and budget modifications that were processed for any given month. The Business Office also prepares and shares quarterly and annual financial statements for the Board of Trustees's review. The Business Services accounting team provides oversight of grants and other externally funded programs. Evidence of this work is a Categorical Expense Report. (III.D.10)

The College's level of financial resources provides an expectation of both short-term and long-term financial solvency. The College identified several funds/reserves for future needs. These include a California Employer's Retire Benefit Trust Fund (CERBT), a special Board of Trustee Reserve Fund for CalSTRS and CalPERS cost increases, and reserves for Information Technology and Academic Technology services. (III.D.11)

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations as demonstrated by the establishment of an irrevocable trust and current actuarial plans. The actuarial plan to determine OPEB is prepared annually as required by GASB. The College practices the 'Pay as You Go' method and regularly contributes to its irrevocable CERBT. The College has a special board reserve to fund future expected liabilities for OPEB, and CalSTRS and CalPERS retirement programs. (III.D.12)

The College assesses and allocates resources for the repayment of any locally incurred debt instruments. The College has a General Obligations Bond (Measure AA) which is repaid by the taxpayers through the County Treasurer. The College, its financial advisors, and the Riverside Office of Education collaboratively manage the general obligation bond debt policy. (III.D.13)

The College's Business Services ensures that all financial resources are spent with integrity and in compliance with the funding agencies. Bond proceeds are tracked in a separate fund. A Citizen's oversight committee for Measure AA oversees bond expenditures to ensure the funds are used with the intent and language of the bond. (III.D.14)

The District Central Financial Aid Unit and the College Financial Aid departments monitor and manage student loans default rates, revenue, and items related to financial aid to ensure compliance with Federal regulations. Student loan default rates are: 8.6% for the Cohort Year 2018 (Published fall 2021); 3.1% for the Cohort Year 2019 (Published fall 2022); 0% for Cohort Year 2020 (Published fall 2023) The Title IV Federal Financial Aid program receives an annual federal audit including a visit to the Financial Aid office to test student files and packaging. (III.D.15)

Contractual agreements with external entities are consistent with the mission and goals of the College. The policies and procedures contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations. Board policies and administrative procedures clearly outline the review process and delegation of authority. These include BP6430, AP6313, BP6100 and AP1600. The presentations from the Contracts Process

Committee demonstrate that processes have been recently improved. These documented processes ensure all regulations and insurance requirements are met. (III.D.16)

Conclusions:

The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Mt. San Jacinto Community College (MSJC) has defined the roles of faculty, staff, administrator, and student constituent groups as they pertain to decision-making and there are policies and procedures in place to ensure representation.

Findings and Evidence:

The College has a participatory governance structure in place that allows for input from students, classified professionals, faculty, and administrators, as outlined in its Participatory Governance Handbook. The Participatory Governance Handbook was a direct outcome of the initial governance assessment conducted in Spring 2021, which identified the need for greater clarity, structure, and consistency in governance operations. During the open forums on October 9, 2024, and February 26, 2025, facilitated by the peer review team, several MSJC participants shared perspectives, both accolades and concerns, on the level of support received from institutional leaders when proposing ideas for improvement. As the College continues to refine and enhance its governance practices, ongoing assessments and feedback from faculty, classified professionals, and students will be critical in identifying areas for improvement and ensuring that participatory governance remains transparent, inclusive, and effective in meeting institutional goals.

As two-way communication from all stakeholders is needed to optimize the participatory governance process, when ideas for improvement involve policy or have significant institution-wide implications, evidence provided demonstrates that the College utilizes a systematic participatory process to ensure effective planning and implementation. MSJC has demonstrated

its commitment to empowering faculty and staff to propose initiatives, navigate institutional decision-making, and implement tangible improvements through several key efforts. These include the adoption of the plus/minus grading system, the establishment of the associate faculty convocation, and the introduction of associate faculty office hours to enhance support for part-time faculty. Additionally, the College Council has engaged in collaborative revisions of AP 4110, refined its mission statement, developed voting templates for the College Council, and led the creation of the Strategic Plan 2025-2028 to guide institutional growth and student success through the participatory governance process. These efforts reflect MSJC's dedication to fostering a culture of innovation, shared governance, and continuous improvement. By encouraging all members of the institution—faculty, administrators, staff, and students—to actively engage in refining practices, programs, and services, the College continues to foster a culture of innovation and institutional excellence. (IV.A.1)

Participation in College decision-making processes is conducted in accordance with Board Policy (BP) 2510 outlines participation of Faculty, Staff and Students in the local decision-making process. The institution has policies and procedures regarding their decision-making process on their website and in the 2024 Participatory Governance Handbook. The Participatory Governance manual explains constituency involvement for the exploration of ideas in the College governance council. All participatory governance, committees, implementation teams, workgroups, and subcommittees include members from the faculty, classified professional staff, students, and administrators. At the foundation of the College Council participatory governance structure is an inclusive constituent committee consisting of faculty, classified professionals, students, and administration for all participatory governance, committees, implementation teams, workgroups, and subcommittees as outlined in the Participatory Governance Handbook. (IV.A.2)

The participatory governance structure provides the governance structure, hierarchy of the committees, and their roles. The structure ensures representation from all four campus constituencies, including Faculty, Classified Professional Staff, Students, and Administration. MSJC has clearly delineated changes from their previous structure to facilitate the exploration of ideas from every facet of the College and, when relevant, to propose actions within the purview of participatory governance. College Council, the highest-level of participatory governance at MSJC, uses a tri-chair model and student participation is specifically outlined and encouraged. In addition, minutes and agendas of meetings across various governance bodies demonstrate active student participation and collaboration through the Student Government Association. (IV.A.3)

MSJC curriculum process is driven by their policy on curriculum and course development (BP/AR 4020), course approval (BP/AR 4022) and the curriculum and instruction handbook. Curriculum development and oversight are clearly within the purview of faculty, with MSJC

utilizing established processes for curriculum recommendations through the Curriculum Committee. Faculty are engaged not only in designing new programs but also in reviewing existing ones to ensure alignment with workforce needs and transfer requirements. (IV.A.4)

The governance system at MSJC ensures that decisions are made through participative processes and are aligned with institutional expertise and responsibilities. The Academic Senate, Student Government Association, and Classified Senate are all involved in decision-making at the College, through the College Council. The group works cohesively to address critical issues such as policy development, curricular change, and institutional planning. Decision-making processes are structured to promote timely action on initiatives, with a focus on maintaining alignment with student learning priorities and operational effectiveness. (IV.A.5)

MSJC emphasizes transparency in decision-making through thorough documentation of processes and decisions as noted in the Participatory Governance Handbook. Meeting minutes, agendas, emails, campus presentations, and key institutional reports are maintained and were provided as evidence. Additionally, each constituent group bears the responsibility to disseminate information, raise awareness, and share knowledge with their respective communities. This ensures that stakeholders remain informed and engaged in the governance process. (IV.A.6)

MSJC conducts an annual evaluation of its participatory governance processes to ensure integrity and effectiveness. Evidence of regular evaluation is provided from the results of the September 2023 Participatory Governance Assessment Survey. The Annual Governance Assessment Survey is developed and distributed to governance committees to gather feedback. Evaluations incorporate survey responses from stakeholders, which are analyzed to identify areas for improvement. Survey results are disaggregated by committee and constituent group and shared with Participatory Governance Chairs and institutional leadership. Committees review the findings, discuss recommendations, and present them to the College Council for further review. The results of these assessments are communicated across the College and serve as the foundation for refining governance processes and practices. (IV.A.7)

Conclusions:

The College meets the Standard

IV.B. Chief Executive Officer

General Observations:

Mt. San Jacinto College demonstrates that the Chief Executive Officer (CEO) is active in many of the functions and operations of the institution.

Findings and Evidence:

Evidence in the shared governance handbook, the CEO is part of the participatory decision-making process in MSJC's shared governance process. The evidence also reflects that the CEO ensures institutional quality by leading planning, budgeting, personnel selection, and assessment of effectiveness. (IV.B.1)

Staff Meeting documents demonstrate that the CEO is evaluating the institutional organization structure which has resulted in a reorganization. BP 3100 allows the CEO to directly oversee the Vice President of Human Resources, Instructional Services, Student Services, Business Services, Institutional Effectiveness, and Career Education. The CEO also delegates authority to these administrators as appropriate to oversee an administrative structure that supports the College's complexity, integrating educational planning with resource allocation. Evidence from the Management Leadership Seminar demonstrates how the management team is being engaged consistently with their responsibilities. (IV.B.2)

The Institutional Planning Committee meeting minutes demonstrate that the College has set institutional performance standards for student achievement. MSJC's data dashboard is an open-access resource for all employees. These dashboards are embedded in all institutional planning and conversations such as program review and scheduling, allowing deans and departments to make data-driven decisions for continuous improvement. The dashboard aligns with the College's target metric goals, which focus on student success, equity, and retention. By using the dashboard, staff and faculty can track progress toward these goals, ensuring data informs every aspect of our work and helps MSJC meet its performance standards. (IV.B.3)

The CEO has a primary leadership role for accreditation. The president communicates during leadership team meetings as demonstrated with meeting minute notes. Within the participatory governance process, faculty, staff, and administrative leaders have responsibility for assuring compliance and accreditation requirements. The governance process ensures accreditation topics remain connected to the mission of the College. (IV.B.4)

Regular meetings between the president and the Leadership team occur as demonstrated in the meeting schedule reviewed. The Institutional Planning Committee and Budget Committee also play a major role related to resource allocation requests. (IV.B.5)

The president works and communicates with the communities served by the College through a variety of ways. Through community engagement and adherence to accreditation standards, the CEO promotes student achievement and institutional excellence. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Mt San Jacinto Community College (MSJCC) District operates under defined Board Policies and Administrative Regulations to accomplish its goals to improve board performance and institutional effectiveness. The Board receives regular reports, engages in professional development, and conducts evaluations.

Findings and Evidence:

MSJCC District is governed by a five-member board elected by geographic region, and a student trustee who has an advisory vote on actions other than personnel and collective bargaining. The board has direct oversight of the administration, including the Superintendent/President, and the rights to approve both long-range and short-term plans. This includes evaluating the performance of the Superintendent/President and approving key institutional plans, such as strategic plans, board policies, and institutional budgets. According to the board policies, the Board ensures that both long-term strategies and immediate operational decisions align with the institution's mission and priorities, giving them authority over significant aspects of planning. (IV.C.1)

The 1000 series of Board Policies address the Board authority over and responsibility for policies that ensure academic quality, integrity, student learning, and financial stability. In reviewing Board meeting minutes, the team finds the Trustees appear to act as a collective entity. While individual members contribute perspectives during discussions, once a decision is reached, all members support the collective decision reinforcing institutional stability and cohesion. (IV.C.2)

Board Policy 2431 states that a fair and open process must exist for selecting the CEO of the College and Board Policy 2435 requires biannual evaluation. A review of board meeting minutes of an open meeting provides BP 2431 evidence regarding the most recent CEO recruitment, and a sample of a CEO evaluation tool was provided as evidence of adherence to the BP 2435 policy. (IV.C.3)

The team observed that the governing board operates as an independent body, advocating for the College and protecting it from undue influence. Members uphold the public interest by focusing on educational quality and fiscal integrity, ensuring that decisions reflect the needs of the College and community. (IV.C.4)

A review of regular board meetings demonstrates that the MSJC Board establishes policies aligned with the institution's mission to ensure quality, integrity, and continuous improvement. It also assumes responsibility for educational quality, legal matters, and financial integrity through regular oversight and strategic planning. In the spring of 2000, Mt. San Jacinto

Community College District subscribed to The Community College League of California, in partnership with a California law corporation for Policy and Procedure Service. (IV.C.5)

Multiple board policies accessible to the public exist that define the Board size, structure, responsibilities, and procedures. These policies and administrative regulations are posted on the publicly accessible website for open access for any constituent group including the public. (IV.C.6)

Based on a review of minutes, the board consistently adheres to its bylaws and policies, regularly assessing them for effectiveness. The Board guides policy revisions, ensuring alignment with the College's mission and changing educational landscapes. The district is also a member of The Community College League of California which biannually (in Fall and Spring) provides legal updates to assist MSJC in ensuring their board policies and administrative procedures reflect recent revisions in federal/state statutes and regulations as well as accreditation standards to ensure the board policies and administrative procedures remain current. (IV.C.7)

The Board of Trustees carries out its duty to review key indicators of student learning and achievement to monitor institutional performance and guide improvements. Evidence includes presentations by institutional effectiveness on student engagement and qualitative data on Latinx/Chicanx/Hispanic Initiatives since becoming a Hispanic Serving Institution 2001. (IV.C.8)

Board Policy 2740 exemplifies the board's commitment to ongoing professional development including conferences, study sessions, new board orientations, and reading materials. The board has a process for ensuring continuity through retreats and staggered terms, maintaining stability and institutional knowledge for new board members and continued operations. (IV.C.9)

MSJC engages in regular self-evaluation to assess its effectiveness in promoting academic quality and institutional success. Upon review of the evaluation tool and board goals, which are shared publicly, regular board minutes demonstrate that the board constructs goals intended to improve performance and service to the district. (IV.C.10)

Board Policies exist to address ethics, conflict of interest, and gift ban. Board of Trustee are also required to complete the economic interest form 700. (I.V.C.11)

The MSJC board delegates full authority to the MSJC Superintendent/President to implement and administer board policies without interference. It holds the CEO accountable for the operation of the College, ensuring alignment with institutional goals. According to the classification specification bulletin, the MSJC Superintendent/President assures that the College is administered in accordance with the policies adopted by the Board of Trustees; maintains community, legislative and external College relations; develops a strategic plan; assures fiscal responsibility; and provides overall leadership to the College programs and activities. (IV.C.12)

As stated in BP 3200, the Superintendent/President keeps the Board informed of approved accrediting organizations and the status of accreditations. Evidence from board minutes indicates that the board is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The team finds that the board policies support MSJC's efforts to improve and excel. Examples include ALO updates and the review of the ACCJC Midterm Report. (IV.C.13)

Conclusions:

The College meets the Standard

Quality Focus Essay

Mt. San Jacinto College has developed a plan to foster a culture of transfer and improve transfer rates to four-year universities and colleges. The college aims to accomplish this goal through a two-phase strategy:

Phase 1: Transfer Preparation

- The college will implement active counseling and advising strategies to help students meet first-year benchmarks such as choosing a SUCCESS Pathway and major, establishing a comprehensive education plan, enrolling in 30 credits, completing nine credits in their program of study, and completing gateway math and English requirements.
- Establishing relationships with various college personnel and providing workshops for all staff on the transfer process will create an inclusive atmosphere that boosts students' academic confidence and commitment.

Phase 2: Transfer Readiness

- The college will establish Comprehensive Transfer Centers at all primary campus locations to provide guidance and support through the transfer process.
- Development of articulation agreements with regional postsecondary institutions will create a smooth transition for students from Mt. San Jacinto College to local colleges and universities.
- A transfer-focused marketing campaign will provide information about the transfer process and promote programs like associate degree for Transfer (ADT) and University of California Transfer Admission Guarantees (UC TAG).
- Tracking and analyzing completion rates by program will help identify gaps and inform targeted interventions.

The anticipated impact of this plan includes reversing the declining transfer rates, increasing retention rates, and promoting higher numbers of successful transfers to four-year institutions.

The College has developed appropriate measures that will help determine whether students are able to move successfully to the next level of educational programming and identify any gaps to inform targeted interventions.