



Follow-Up Report

Submitted by

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

October 2010

Roger W. Schultz
Superintendent/President

To

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

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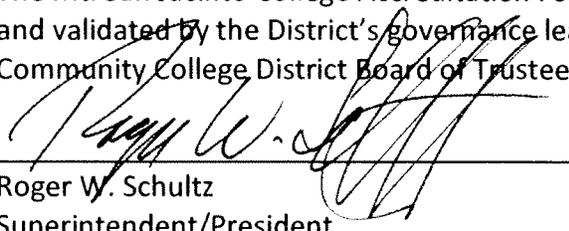
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STATEMENT OF REPORT REVIEW AND APPROVAL

The Mt. San Jacinto College Accreditation Follow-Up Report has been reviewed for accuracy and validated by the District's governance leadership. It was approved by the Mt. San Jacinto Community College District Board of Trustees on October 14, 2010.



Roger W. Schultz
Superintendent/President



Eugene Kadow
President, Board of Trustees

PROCESS OF REPORT PREPARATION

In October 2005, the Mt. San Jacinto Community College District (MSJC) Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited the Mt. San Jacinto Community College District in November 2005.

In a letter from the ACCJC dated January 31, 2006, the institution's accreditation was reaffirmed. The commission report cited seven areas of concern and detailed specific areas where improvement was required. Mt. San Jacinto College was required to submit a progress report focused on three of the recommendations as outlined in the letter from the ACCJC. The progress report was submitted October 2007. The progress report was followed by a visit by ACCJC representatives. The report from the 2007 visit noted significant improvement and was accepted by the ACCJC.

In October 2008, Mt. San Jacinto College submitted a traditional institutional midterm report focused on the progress of all seven recommendations. The midterm report included the action plans established by the institution. In a February 2009 letter, the ACCJC confirmed it accepted the midterm report, but required Mt. San Jacinto College to prepare an additional follow-up report to focus on four recommendations that needed further review and improvement. The additional follow-up report was completed in October 2009, accepted by the ACCJC in February 2010. An additional follow-up report was requested by the ACCJC to focus on one remaining recommendation.

During this same time period, Mt. San Jacinto College also began preparation for the 2011 Accreditation Self Study Comprehensive Evaluation Report and site visit. Faculty, staff, students, and administrators were actively recruited for participation on accreditation standard work groups, and the Mt. San Jacinto College Accreditation Steering Committee met monthly throughout 2010 to review and gather evidence for the first draft of the self study report. The standard and sub-committees indirectly gathered data and information for the follow-up report.

In August 2010, the accreditation liaison officer wrote and edited the final follow-up report. In early September, the final follow-up report was reviewed by the Mt. San Jacinto College Executive Cabinet, shared governance committee chairs, Accreditation steering committee members, and the College community at large. Comments and corrections were then reviewed by and integrated into the document by the accreditation liaison officer. The Board of Trustees received the report for initial review in September 2010. In October 2010, the Board of Trustees approved the submission of the follow-up report to the ACCJC, after which it was sent for duplication and binding to the print shop. The follow-up report was completed and sent to the ACCJC to meet the October 15, 2010 follow-up report deadline.

MT. SAN JACINTO COLLEGE ACCREDITATION FOLLOW-UP REPORT 2010
COMMITTEE MEMBERS

Accreditation Liaison Officer

Rebecca Teague – Administration

Accreditation Steering Committee

Bill Vincent (Chair) – Administration
Richard Sisk (Chair) – Faculty
Rebecca Teague (Chair) – Administration
Roger Schultz – Administration
Becky Elam – Administration
Dennis Anderson – Administration
Irma Ramos – Administration
Charles Hawkins – Administration
Marlene Cvetko – Faculty
Ted Blake – Faculty
Marcus Castellanos – Classified
Janet McCurdy – Classified
Fred Frontino – Classified
Kristen Grimes – Classified

Institutional Planning Committee

Roger Schultz (Chair) – Administration
Bill Vincent – Administration
Becky Elam – Administration
Dennis Anderson – Administration
Charles Hawkins – Administration
Rebecca Teague – Administration
Irma Ramos – Administration
John Seed – Faculty
Will Farrell – Faculty
Jason Bader – Faculty
Ron Bowman – Faculty
Brandon Moore – Faculty
Brian Orlauski – Classified
Fred Frontino – Classified
Elaine Eshom – Classified
Marcus Castellanos – Classified

Accreditation Standard Committee

Standard I

Bill Vincent – Administration
Carlos Lopez – Administration
JoAnna Quejada – Administration
Tatiana Somers – Faculty
Fred Frontino – Classified
Rafael Reynaga – Student

Standard II

Dennis Anderson – Administration
Richard Rowley – Administration
Tom Spillman – Administration
Marlene Cvetko – Faculty
Janet McCurdy – Classified

Standard III

Becky Elam – Administration
Beth Gomez – Administration
Susan Guarino – Administration
Pat James – Administration
Ted Blake – Faculty
Tomika Davis – Classified

Standard IV

Irma Ramos – Administration
Michael Conner – Administration
John Norman – Faculty
Pam Ford – Faculty
Marcus Castellanos – Classified

Themes

Joyce Johnson – Administration
Alex Cuatoc – Faculty
Richard Sisk – Faculty
Cathy Brostrand – Faculty
John Harland – Faculty
Jennifer Marrs – Classified
Annette Wickman – Classified

College Council

Roger Schultz (Non-Voting Chair) – Administration
Becky Elam – Administration
Bill Vincent – Administration
Ron Bowman – Faculty
Ted Blake – Faculty
Karen Cranney – Faculty
Fred Frontino – Classified
Elaine Eshom – Classified
Michelle Daniely – Classified
Ana Moreno – Student
Ashley Cook – Student
Kristen Grimes – Council Recorder

Budget Development Committee

Becky Elam (Chair) – Administration
Ron Bowman (Chair) – Faculty
Dennis Anderson – Administration
Irma Ramos – Administration
Bill Vincent – Administration
Beth Gomez – Administration
Ted Blake – Faculty
Mary Helen Ish – Faculty
Michael Weldon – Faculty
Gail Jensen – Classified
Karen Connell – Classified
Jennifer Pickens – Classified
Fred Frontino – Classified
Karen Watts – Classified
Bruce Brady – Classified

Editors

Karin Marriott – Administration
Kristen Grimes – Classified
Rebecca Teague – Administration

RECOMMENDATION #2

The team recommends that the College develop policies, procedures, and regular practices to ensure that:

- 2.1 the various programs and services of the College engage in regular assessment of institutional effectiveness, including program review;
- 2.2 the College set priorities for implementing plans for improvement that are based in analysis of research data;
- 2.3 the College incorporate established priorities into the governance, decision making, and resource distribution processes;
- 2.4 the College develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and that the College report regularly to internal constituencies and the Board on this progress.

(Standards I.B., II A. 1. and 2., II.B.3.a., II B. 4., II.C.1.e. and II.C.2.; III.A.6., III.B.2.b., III.C.1. and 2., III.D.1.a., IV.A.1, 2, 3, B.2.b., and the Preamble to the Standards.)

Recommendation #2.1

The Team recommends that the various programs and services of the College engage in regular assessment of institutional effectiveness, including program review.

Mt. San Jacinto College has made progress toward creating an institutional culture and environment that engages in the assessment of institutional effectiveness since the 2005 Evaluation Team and 2007 Progress Report Team site visits. Significant improvements have been made relative to the program review process. Still, information from the Accrediting Commission for Community and Junior Colleges (ACCJC) *Rubric for Evaluating Institutional Effectiveness in Program Review* and data from the [Mt. San Jacinto College's ACCJC Annual Report 2010](#) indicate, that Mt. San Jacinto College exhibits characteristics from both the *Development* and *Proficient levels of implementation*.

Considerable resources have been committed over the last five years to ensure that the development, implementation, and long-term sustainability of the program review process are: (1) embedded in practice across the institution, (2) used to improve overall institutional effectiveness through the utilization of qualitative and quantitative data, (3) integrated into institution-wide planning and informed decision-making, and (4) implemented at the *Sustainable Continuous Quality Improvement level* by the institution's ACCJC Self Study Evaluation in fall 2011.

The [Integrated Institutional Planning Schematic](#) designed by the Institutional Planning Committee illustrates how the institution engages its programs and services in regular assessment of institutional effectiveness. It also shows how Mt. San Jacinto College integrates the data into plans for improvement, budget allocations, and goal and resource prioritization.

Program review processes and practices have been developed and are regularly implemented in all sectors of the institution ([Administrative](#) {President's Office, Human Resources, and Business Services}, [Instructional Services](#), and [Student Services](#)) during the last three academic years (2007-08, 2008-09, and 2009-10). Instructional Services has a completion rate of 51 percent for program reviews. Student Services maintains a 100 percent program review completion rate for programs and services within the division.

Instructional Program Review assesses program performance in grade distribution, student success (including ethnicity profiles) and retention measures, and programs' support of Institutional Learning Outcomes. Program Reviews also incorporate needs statements for staff, equipment, budget support and other resources. For Instructional Service Program Reviews, Instructional Learning Centers and tutorial programs, service level data are combined with student perception data. This data created the foundation for the [Educational Master Plan](#). The Educational Master Plan and parallel sector plans for Human Resources and Business Services are used as the controlling documents for allocations, staffing and facilities development.

The [Student Services program review model](#) has been updated and formatted to be consistent across the Student Services Sector's programs' self-evaluations and to ensure that key outcome measures are addressed with each department's program review.

Student learning and department outcomes have been established with broad input by personnel in the Student Services Sector, and the areas have moved into a phase of assessment through both program review and other systematic measures (evidenced by student learning outcomes, updated surveys, and quantitative data).

Currently, most program reviews are on a three-year cycle to correspond with the long-term and short-term planning needs of the institution. A program review completion schedule has been developed to increase awareness for Instructional and Student Support division administrators, faculty and staff on impending timelines and to ensure that program review continues to be an ongoing and systematic process. In addition to the program review completion schedule, the Institutional Planning Committee has developed an annual [Institutional Planning and Assessment Calendar](#) that provides a breakdown of important deadlines relative to planning, evaluation, assessment, goal development and prioritization, and budget development and allocation activities. The calendar illustrates the institution's integration of program review, student learning outcome and assessment processes with planning, resource allocation, and data-driven, decision-making practices.

In spring 2010, all Instructional and Student Services program areas were required to submit a [Program Review Annual Update](#). The Annual Program Review Update is conducted by each unit on each campus. The updates consist of an analysis of the changes within each unit, data on the assessment of student learning outcomes, and technological and staffing needs. The updates are submitted every year in anticipation of budget planning for the fiscal year, which begins July

1 of the following calendar year. Pertinent documents such as student learning outcomes, assessment reports and data analysis specifically supporting any requests for new faculty, facilities, or equipment are included in the annual update as well.

As of October 4, 2010, 47 percent of all instructional programs have submitted a 2010 Annual Program Review Update. Student Services Annual Program Review updates will be completed in October/November 2010 and are available for review by the site visit team. The information contained in the updates is forwarded to Instructional, Student Support, and Instructional Support Services deans/vice presidents. The information and data is utilized to develop comprehensive unit plans and departmental goals, inform institutional improvements, drive decision-making based on qualitative and quantitative data, and prioritize budget allocations for the subsequent fiscal/academic year.

Considerable institutional resources are dedicated to support Mt. San Jacinto College's maturing assessment process and practices (including program review and student learning outcomes). Resources include personnel (Assessment Coordinator), equipment/database software to be acquired for tracking/collecting/analyzing student learning outcome and assessment data, a new Institutional Effectiveness department combining the Accreditation, Research, Planning, Grants, and Student Learning Outcome and Assessment efforts under one area to work collaboratively, and with shared-governance committees.

Mt. San Jacinto College reinvigorated its [Instructional Program Review Committee](#), a shared-governance committee, charged with overseeing the program review process. The committee reconvened in August 2010, after several semesters of being non-operational. Membership is comprised of individuals from all constituent groups and has representation from all academic programs, including career technical education, nursing and allied health, and library and technology.

Informal needs assessment performed during Institutional Planning Committee retreats and reported in the [Mt. San Jacinto College ACCJC Annual Report 2010 data](#) identified the need for additional resources (staffing) to support institutional assessment activities. The additional resources would specifically focus on student learning outcomes and program review. In summer 2010, a critical position was created to: (1) assist with the integration of student learning outcomes assessment into college-wide program improvement, and (2) develop (in consultation with the Institutional Planning Committee and Assessment Council) a structured process for assessment.

Under the supervision of the Vice President of Instruction, the [Assessment Coordinator](#) is a full-time faculty member that receives 100 percent reassigned time during the academic year to support faculty and academic department chairs with the development of student learning outcomes and assessment plans. The Assessment Coordinator provides leadership to support faculty assessment activities, training, annual reporting, and integration of assessment data into departmental program reviews, institutional improvement plans including unit plans,

development of department and institutional goals, and integration into budget allocation processes (budget change proposals).

Although a framework for defining student learning outcomes has been formalized, the assessment of student learning outcomes is somewhat informal and taking place in isolation by faculty and departments on an infrequent basis. The Assessment Coordinator is resolving this finding by working in collaboration with: Mt. San Jacinto College administration, the Student Learning Outcome Faculty Coordinators, the Assessment Council, each faculty and departmental chair to develop a student learning outcome and assessment plan for at least two courses within each department. The goal is to have this completed by the end of fall 2010. Each course will be required to have a total of three student learning outcomes to assess. Formal assessment of the student learning outcomes for the two courses will take place in spring 2011. It is an institutional priority that all departments have defined student learning outcome and assessment plans for each course taught within the department by fall 2011.

To date, the Assessment Coordinator has:

- developed a webpage for cataloging and publishing student learning outcome and assessment data
- met and trained faculty/departments on student learning outcome and assessment practices
- presented assessment information during the fall 2010 Faculty Convocation
- developed a database to track and report student learning outcome and assessment data

The [Assessment Council](#) is an ad-hoc committee of the Institutional Planning Committee. It was formed in summer 2010 to create a more substantive organizational culture and environment that supports institutional assessment practices. The Assessment Council is chaired by the Vice President of Instruction and is comprised of faculty (including the Assessment Coordinator, two Student Learning Outcome Coordinators, and academic senate representatives), classified staff, and administrators.

The charge of the Assessment Council is to establish, define, create and maintain an overall institutional assessment model through facilitation of dialogue with faculty, staff, and administration. The Assessment Council functions as a body that guides assessment policies, provides leadership training, coaches colleagues to perform assessment, and provides a quality assurance mechanism for the institution. It includes constituent representation. The 2010-11 academic year [objectives](#) were defined by the Assessment Council to achieve the overarching goal of developing an institutional assessment model.

To date, the Assessment Council has:

- developed a [Student Learning Outcome and Assessment Lifecycle](#) supplementing the Institutional Planning and Assessment Calendar
- presented Assessment model/practices to faculty, classified staff and administrators at the fall 2010 Faculty Convocation and State of the College days
- scheduled assessment trainings for Council members,

- performed an informal needs assessment identifying gaps in student learning outcome and assessment data acquisition.

The Assessment Council developed a formalized [Student Learning Outcome and Assessment Lifecycle](#) that was approved by the Institutional Planning Committee (August 2010). The Lifecycle is designed to illustrate the institutional process for defining and assessing student learning outcomes. In addition, it defines the integration of student learning outcomes and assessment into the program review process.

As illustrated by the Lifecycle, academic departmental faculty use course curriculum to develop (or review previous) course student learning outcomes and assessment plans. During this initial stage of the process, faculty are provided with various resources to assist them in this endeavor, including support from the Student Learning Outcome Committee, the Student Learning Outcomes Coordinators, and key guidance from the Assessment Coordinator. Once faculty develop a student learning outcome and assessment plan, the faculty forward the plans to the department chair. The department chair reviews and submits the student learning outcome and assessment plan to the Assessment Coordinator to catalog and present to the Assessment Council. The Assessment Council adopts the student learning outcome and assessment plan and submits the plan to the area vice president/dean for review and to the Assessment Coordinator, who will publish the plan online.

Once the plans are adopted and published they are assessed by the faculty members and become embedded within the program review process. Assessment data is utilized to drive improvements in course curriculum and also to develop improvement plans for inclusion in unit plans that guide goal and budget development and resource allocations.

The Student Learning Outcome and Assessment Lifecycle is a portion of the larger Institutional Planning and Assessment Calendar in that the Lifecycle details the specific evaluation and assessment processes relative to the larger strategic planning activities.

Based on a review of institutional data related to student learning outcome and assessments, currently 36 percent of courses have defined student learning outcomes. Additional course and program assessment data is currently being tabulated by the Assessment Coordinator and will be available by the end of the fall 2010 term. Based on the MSJC ACCJC Annual Report 2010, 100 percent of student learning and support activities have defined student learning outcomes with approximately 68 percent participating in ongoing assessment.

It was determined, that the number of courses/programs that have completed at least one full assessment cycle may be underreported due to the fact that many departments are currently assessing courses and student learning outcomes but have not formally reported results through the existing student learning outcomes process. Mt. San Jacinto College has also discovered that many departments have completed program reviews and/or student learning outcome assessment but have not officially uploaded or posted the information on the dedicated Blackboard web portal designed to act as a clearinghouse for this institutional data.

Institutional Goals

Preliminary institutional and community needs are identified across the institution and in each sector based on data from program reviews, internal data sources (Datatel), the Chancellor's Office Datamart, the Decision Support System, qualitative business practices, and Accountability Reporting for the Community Colleges (ARCC) data, among others. This information forms the basis of the annual institutional goals. [Assessment and evaluation of the institutional goals](#) take place on an annual basis and are presented to the Mt. San Jacinto College Board of Trustees in January/February and during the June Board workshops.

Over the last three years, Mt. San Jacinto College has consistently developed annual institutional goals for the College. The goals developed by Executive Cabinet leadership are subsequently reviewed, approved and adopted by the Mt. San Jacinto College Board of Trustees each spring term.

The Mt. San Jacinto College annual [Institutional Goals](#) are published on the Mt. San Jacinto College Institutional Planning and Effectiveness website. The annual institutional goals set the foundation for the development of departmental and program/service level annual goals. In addition, the annual institutional goals are one of the resources utilized to drive overall institutional planning and budget allocations and are assessed on an annual basis.

Master Plan/Strategic Plan

The District's Master Plan 2004-2009, as outlined in the ACCJC Self Study Evaluation Team report, was developed through a collaborative effort of community members, faculty, staff and students to establish college-wide goals for five years (2004-2009).

The College completed both a [progress report in 2007](#) and a [final report in 2010](#) outlining the evaluation and assessment of effectiveness in achieving the stated thirty-three institutional goals and objectives.

The final report was presented to the Mt. San Jacinto College Board of Trustees in June 2010 and published and disseminated to community members, faculty, staff, and students on the Institutional Effectiveness and Planning website.

The assessment data and results derived from the 2010 Master Plan final report are being utilized to inform the draft institutional [Strategic Plan](#). The Mt. San Jacinto College Strategic Plan is replacing the Master Plan document.

Currently, the Institutional Planning Committee is developing the Strategic Plan and it is scheduled for completion and implementation in fall 2011.

Shared Governance

In an effort to promote a culture of institutional improvement and effectiveness, the revised [Shared Governance document](#), approved by the Academic and Classified Senates (tentative Mt.

San Jacinto College Board of Trustee approval in fall 2010), requires all shared governance committees to participate in yearly evaluation and assessment of committee outcomes and goals.

Each academic year, all shared governance committees are required to: [\(1\) establish committee goals, \(2\) evaluate and assess yearly outcomes, and \(3\) prepare a written year-end review in April of each academic year to promote institutional effectiveness.](#)

Data gathered from these assessments and reviews are forwarded to College Council and utilized to inform institutional plans, goals, and budget allocations relative to identified areas of improvement.

Recommendation #2.1 Evidence – Referenced in Document

[Annual Institutional Goals 2010-11](#)

[Annual Institutional Goals Assessment/Evaluation](#)
[Annual Program Review Update](#)
[Assessment Coordinator Job Description](#)
[Assessment Council 2010-11 Goals/Objectives](#)
[Assessment Council Website](#)
Completed Program Review ([Instruction](#), [Student Services](#), [Administration](#))
[Educational Master Plan](#)
[Institutional Planning and Assessment Calendar](#)
[Instructional Program Review Committee Agenda/Minutes](#)
[Integrated Institutional Planning Schematic](#)
[Master Plan 2004-2009 Final Report](#)
[Master Plan 2004-2009 Progress Report](#)
[Mt. San Jacinto College Accreditation Annual Report 2010](#)
[Shared Governance document \(revised\)](#)
[Shared Governance Report Out Form](#)
[Strategic Plan draft](#)
[Student Learning Outcomes and Assessment Lifecycle](#)
[Student Services Program Review Model](#)

Supporting Evidence

[Board of Trustees End of Year presentation – goal status](#)
[College Council Agenda/Minutes](#)
[Department Chair Academy Minutes](#)
[Institutional Effectiveness and Planning Website](#)
[Institutional Planning Committee Agenda/Minutes](#)
[Institutional Planning Committee Charge](#)
[Program Review Templates](#) (Instruction, Student Services, Administration)
[Student Learning Outcome and Assessment database](#) and
[https://my.msic.edu/webapps/portal/frameset.jsp?tab_group_id= 7 1](https://my.msic.edu/webapps/portal/frameset.jsp?tab_group_id=71)¹
[Student Services Unit Achievement Report](#)

* Note: Requires Login/Password to access

¹ Note: Requires Login/Password to access – userID: accredguest; Password: !sti#XrW%

Recommendation # 2.2

The Team recommends that the College set priorities for implementing plans for improvement that are based in analysis of research data.

Over the last five years, Mt. San Jacinto College was successful in employing a systematic, college-wide organizational practice that uses the analysis of data and research from multiple sources to establish and implement plans for institutional improvements.

Mt. San Jacinto College draws on a variety of data sources to guide the institution's decision-making processes, including the institution's annual goals, departmental goals, strategic plan, and budget allocations. The institution's commitment to this endeavor includes numerous college-wide activities and initiatives currently underway in each division. The activities and initiatives demonstrate that Mt. San Jacinto College consistently uses data-driven analysis to design, implement and integrate plans for short- and long-term institutional improvements.

Together, the [Integrated Institutional Planning Schematic](#) and the [Institutional Planning and Assessment calendar](#) provide College constituents with an outline of the role of evaluation and assessment in the planning, budget allocation and improvement processes. As delineated by each of the two illustrations, data derived from program review, student learning outcome assessments, and internal and external research and analysis are all used to inform updates and revisions to the Educational Master Plan. The analysis of data takes place prior to the development of budget allocations so that institutional divisions, departments, and Instructional and Student Support units can properly develop budget allocation requests through budget change proposals for the following academic year that accurately reflect sector needs and areas of institutional improvement.

The budget allocation requests procedure stipulates that each augmentation request must be tied to at least one of the annual institutional goals, utilize student learning outcome assessment data and/or the department/area must have completed a program review to be considered for funding. It is at this crucial juncture that the institution-wide plans meet with area-specific plans to move the institution in the direction envisioned by master planning. The budget change proposals are completed and distributed to each area dean/vice president where prioritizations are made within each sector. The sector prioritizations are then submitted to the Business Services Office and Budget Development Committee whereby the prioritized budget change proposals are recommended to and ranked by the Institutional Planning Committee based on a rubric ([balanced scorecard](#)). The rubric was developed to ensure that prioritization concentrates on needed institutional improvements based on data and research analysis and that the budget change proposals also address the institutional mission and goals established for the academic year.

Another feature of the Mt. San Jacinto College budget allocation request procedure requires the requestor to identify intended outcomes of the budget request and to provide a description of how the outcomes will be measured and evaluated for effectiveness.

After budget requests have been approved and the requestor has used the funds, he or she must provide the Budget Development Committee/Institutional Planning Committee with a report at the end of each fiscal year to demonstrate and evaluate achievement of the outcomes.

The Institutional Planning Committee recommends the prioritized budget change proposals for funding and forwards the recommendation to College Council, the Executive Cabinet and Superintendent/President for approval.

Once approved, institutional divisions, departments, and instructional and student support units can effectively develop strategies, through each unit's plan, for achieving institutional goals and divisional objectives for the following academic year.

The information above characterizes the standard procedure for prioritizing plans for improvement. This institutional process occurred in the 2008-09 academic year. However, due to the fiscal emergency declared by the State of California, Mt. San Jacinto College was not able to release any discretionary funds for the 2009-10 fiscal year and therefore this process did not take place. It is anticipated that a small amount of funding may be available in the 2010-11 fiscal year and those entities recommended for funding approval will be required to complete this process.

Student Learning Outcomes

As documented in the previous Recommendation #2.1 narrative, Mt. San Jacinto College has established an institutional framework for defining student learning outcomes. It has apportioned resources to assist faculty in developing strategies for launching routine assessment of student learning outcomes.

For the last five years, faculty and staff have been engaged in student learning outcomes development. Mt. San Jacinto College has built the student learning outcomes process on institutional data and research. A [student learning outcomes and assessment Lifecycle](#) is in place (complete with instructions, forms, and examples).

Official reports of institutional assessment of course and program student learning outcomes remains at a nominal level based on data from the ACCJC Annual Report and other internal sources, like Blackboard. However, it is important to note that during several recent meetings with faculty members, the Assessment Coordinator has determined that there are a number of faculty members using the data from their course/program student learning outcome assessments to make improvements to student learning through course curriculum, teaching methodologies, and strategies (example: [Math](#)). Faculty, however, are not uploading the information into the designated database on a regular basis. Although the information is not being consistently reported in the database, the faculty members are integrating the data into their program reviews and sharing the information with their area deans. As a result, area deans are including the data/information in their [instructional unit plans](#). These plans are then

used as verification to support area budget allocation requests that are in line with institutional goals, departmental objectives and student learning and improvement efforts.

The [database](#)² (Blackboard) currently used to act as a clearinghouse for the course and program student learning outcome and assessment data is unorganized, unwieldy and underutilized by faculty. Based on feedback from faculty regarding the complexity of the existing student learning outcome and assessment database, the Assessment Coordinator and Assessment Council will select and purchase an assessment software system by the end of the academic year 2010-11 that will provide faculty and staff with a comprehensive electronic data-portal for institutional assessment and student learning outcomes information.

Program Review

College-wide implementation of the new program review model was completed in fall 2008. All units (Administrative, Instructional Services and Student Services) participated in the process as reported in the previous Recommendation #2.1 narrative.

Analysis of research is a vital component of the Mt. San Jacinto College program review process as illustrated by the Instructional, Student Services and Administrative Unit [Program Review Model templates](#). The analysis includes consistent data sets for each program being reviewed. Mt. San Jacinto College deliberately designed each individual area program review outline (Instructional, Student Services, and Administrative Units) to consist of similar components so that data and outcomes could be easily collected and compared for institutional planning, assessment and budget allocation purposes.

As reported in the previous Recommendation #2.1 narrative, Mt. San Jacinto College instituted an [Annual Program Review Update](#) in spring 2010. It provides additional data analysis from the program review process and informs the key decision-making bodies. The information contained in the updates is forwarded to Instructional Services, Student Support, and Instructional Support Services deans/vice presidents. The information and data is then used to develop comprehensive unit plans and departmental goals, inform institutional improvements, drive decision-making based on qualitative and quantitative data, and prioritize budget allocations for the subsequent fiscal/academic year.

Data for the Student Services and Administrative Program Unit Review primarily originates from departmental area data, research and data from Datatel, as well as other institutional data resources analyzed by the Associate Dean of Research and Planning. The program review model also uses data that comes directly from the Instruction Office, which is verified by the Business Services Department. Data for the Instructional Program Review model emerges from the Management Information Systems (MIS) database. However, data is also derived from research and professional literature that would be classified as “trends in the field,” which adds dimension and perspective to the overall program review. Data for the program review are also derived from the California Community College Chancellor’s Office Data Mart. This includes

² Please note: Requires Login/Password to access – userID: accredited; Password: !sti#XrW%

enrollment information, class size, FTES (full time equivalent students), drop rates, and student success and retention rates. Data have been selected to allow comparisons across academic programs. The Curriculum Committee also provides information about course revisions and developments for the new program review model.

The analysis from the program review process informs the District's decision-making process and budget allocation request process as evidenced in the [Integrated Institutional Planning Schematic](#). Program review is one of the foundational components for Educational Master Plan input. Program review supports student learning outcome assessment data and provides the basis for departmental development and planning for curriculum, staffing and professional development needs, and facility and technology needs.

Master Planning Documents

Mt. San Jacinto College completed the institution's first [Educational Master Plan](#) in 2008. The Educational Master Plan analyzes current and future demographics and enrollment demand, college programs and their potential for growth and expansion, and preliminary staffing patterns, material strengths and deficiencies.

Projections of attendance potential, impediments to growth, and issues needing resolution by the Mt. San Jacinto College Board of Trustees were also identified in the Educational Master Plan. In 2009, an [Educational Master Plan Supplement](#) and [Student Services Compendium](#) were developed. It augments the original plan and includes expanded data from Instructional and Student Service program reviews, division and unit plans, and additional population projections regarding unincorporated areas to further bolster program planning information. The Educational Master Plan Supplement and Student Services Compendium also identified needed staffing levels, priorities for facilities and equipment, and expected levels for non-traditional delivery modes.

In 2010, the Board of Trustees approved a request for proposal for the institution to embark on a [Facilities Master Plan](#), scheduled to be completed by fall 2011. The Facilities Master Plan will serve as a guide for future campus development that defines space and building needs as determined by the Educational Master Plan, and detailed discussions with all constituent groups. This planning document is intended to accommodate potential growth projections until the year 2050.

With this plan in place, the College will have a comprehensive plan for site and facilities improvements that support current and future needs at the College. To date, several workshops and meetings have been held with various constituent groups, including the Facilities Master Plan Steering Committee, the Mt. San Jacinto College Board of Trustees, Administration, and related sub-committees. The meetings were designed to obtain program validation, program consensus, document goals/objectives, parameters, and management strategies at each phase of planning.

Collectively, these planning documents validate the programmatic, facilities, technological and other infrastructure needs and areas of improvement for the institution. The planning documents show the use and analysis of data and research, including analysis of community and regional needs; projection and analysis of future enrollment changes; economic trends and developments; and identification of the current and future needs of educational programs, student services, and other services and activities.

Mt. San Jacinto College's various planning documents formulate and set the institution's long-term educational goals and short-term objectives required to meet those goals, and provide an analysis of available resources needed to implement these priorities.

Unit Plans/Division Goals

Instructional and Student Support departments use data on an annual basis to assess, plan, and allocate resources based on priorities.

Annually, each sector and its leadership teams work to establish [goals for the sector](#) as a whole and for its respective departments. These goals are outlined specifically in the [unit plans](#)³ developed by each sector. Goals/unit plans are tied to the College's annually established institutional goals, the Educational Master Plan, and operational needs and areas of improvement identified in program review, student learning outcome assessment, operational reports and data and ongoing qualitative and other quantitative methods.

In addition, future trends and external data, such as area growth projections, instructional data and reports, and regional demographic information, are also factored into decision-making and prioritization.

Data Sources

Research and Planning Office

Since January 2008, the visibility, appropriateness, and accuracy of research data for planning efforts have been expanded due to the hiring of the Associate Dean of Research and Planning, and the restoration of the Research Committee.

The Research and Planning department's mission is to provide appropriate research design and statistical analysis of data related to institutional activities. The department conducts research, prepares reports, and offers leadership and consultation on areas related to student success, and institutional evaluation and planning. Analysis of research data by the Research and Planning Office is embedded into each of the Master Planning documents.

In fall 2010, the Offices of Research and Planning, Grants and Assessment have been reorganized to become an Institutional Effectiveness division under the supervision of the President/Superintendent.

³ See also: [Link to Student Services Unit Plans and Goals](#)

The Office of Institutional Effectiveness strives to support student success by providing leadership and coordination of Accreditation efforts, institutional planning, program planning and review, and institutional research. The Office of Institutional Effectiveness serves to promote excellence in student learning, educational practices and quality of service by establishing and maintaining a campus culture of self evaluation and improvement at all levels of the institution.

The Office of Institutional Effectiveness serves the College in the following areas: (1) Accreditation, (2) Data warehouse, (3) Student Learning Outcomes and Assessment, (4) Planning, (5) Program Review, and (6) Research. Information related to planning, accreditation, and student learning outcomes and assessment are centrally located on the [Institutional Effectiveness and Planning website](#) for easy access by faculty, classified staff, administration, students and community members.

In past years, the Research and Planning Department used a [Fact Book](#) to communicate and publish institutional data. This model quickly became outdated and was replaced by a [Virtual Fact Book](#) that is fully available online and acts as a comprehensive research and data warehouse. All reports, presentations, data and research analysis are published on the [Institutional Research and Planning website](#) for full accessibility by faculty, staff, administrators and the community. This database has been consistently utilized over the last three years to assist the institution in designing and implementing short- and long-term planning processes and practices.

Data is also formally presented to faculty, administrators, classified staff, and the Board of Trustees several times throughout the semester, or as requested. The presentations detail student demographics, student performance measures (e.g. success, retention, persistence, repetition, and transfer rates), institutional ethnic diversity trends and other pertinent institutional data that is key to the success of students.

A Research Committee comprised of faculty, classified staff and administrators provides input and recommendations on current and future research projects that affect the institution.

In addition to specific research projects, program review, student learning outcome and assessment data is shared and analyzed during the monthly Research Committee meetings. Data and reports from the Research Committee are shared with:

- Executive Cabinet members
- Institutional Planning Committee
- Assessment Council
- Instructional Program Review Committee
- Dean's Council
- Enrollment Management
- Budget Development Committee
- a host of other college-wide shared-governance and ad-hoc committees and departments

Decision Support System

Since its full implementation nearly two years ago, the [Decision Support System](#)⁴ (DSS) has allowed for a thorough integration of program review reports, campus and school planning projects, faculty and classified position requests, scheduling of classes, and proposals to either expand or contract current class offerings based on identified student needs and/or other institutional priorities and improvements. The development of the Decision Support System began in August 2006 with full implementation occurring in late summer 2008.

Although housed in the Instruction division, the DSS provides administration, faculty and staff college-wide with “real-time” data related to enrollment management. The DSS incorporates data-driven modeling to assist in planning and forecasting enrollment scheduling and demand. The DSS Enrollment Management System uses MIS data to provide an accurate daily snapshot of the upcoming term; tracks faculty teaching loads; calculates various course efficiency metrics, such as WSCH/FTEF; and tracks course enrollment trends.

The system provides college-wide access to consistent, relevant, and timely data and information; supports decision-making at multiple levels and multiple timeframes; provides data comparisons and trend analyses; and accesses information needed to support strategic planning, decision-making, and management.

As a result of the state budget crisis, Mt. San Jacinto College, along with many other California Community Colleges, has been required to reevaluate course section offerings in order to more effectively control and manage enrollment and growth without impacting instructional quality and student learning outcomes, and educational goals. The DSS, along with other research and data analysis performed by the Associate Dean of Research and Planning, has been used to identify and project future student growth and workforce development trends necessary to efficiently plan and schedule course and section offerings. As a result, despite the College’s reduction in course offerings/sections over the last five semesters (including summer), Mt. San Jacinto College has been able to effectively leverage its offerings to dramatically increase efficiencies in course section fill rates (percent of capacity).

The College’s use of research and data analysis in instructional planning and development has resulted in the ability to effectively decrease sections while simultaneously increasing seat capacity and optimizing FTES. In addition, the data and research analysis has also assisted in maintaining course sequences vital for successful student educational goal attainment (transfer and/or certificate completion). This is a clear example of how the institution has set priorities for implementing plans for improvement based on research data.

ARCC Report

The Accountability Reporting for the Community Colleges (ARCC) provides a performance measurement system with indicators for the California Community College Chancellor’s Office

⁴ Please use the ‘Login as Guest’ button

and its colleges. The [ARCC report](#) is a continual cycle of data presentation and reflection to aid California community colleges in their accountability efforts.

Each of the 110 colleges covered has six pages of information to facilitate and stimulate discussions about College performance within each community. In these six pages per college, the report shows 1) the three-year trend for each of six indicators (persistence, success rates, basic skills improvement, the impact of success center access on success, the impact of following placement recommendations on success, and participation rates); 2) the College profile (i.e. its enrollment demographics); 3) a comparison of its performance with a peer group (i.e. colleges with similar environments that affect an indicator); and 4) a self-assessment by each college.

Mt. San Jacinto College has used this information for data-based policy discussions and regularly uses the ARCC data to support and initiate the implementation of programs, services and initiatives focused on improving institutional effectiveness related to the ARCC criteria. The ARCC report assists in Mt. San Jacinto College's efforts to provide accountability and evaluate performance on the state's educational priorities.

The institution has submitted a [2008](#) and [2009](#) self-assessment statement to the California Community College Chancellor's Office (CCCCO) for the ARCC report. The ARCC report information for Mt. San Jacinto College is readily accessible on the CCCCCO website and on the Mt. San Jacinto College Institutional Research website. ARCC data, progress related to the ARCC criteria and strategies for institutional improvement are [presented to the Mt. San Jacinto College Board of Trustees](#) on an annual basis.

Recommendation #2.2 Evidence – Referenced in Document

[Annual Program Review Update](#)

[ARCC Report 2008](#)

[ARCC Report 2009](#)

[ARCC Report 2010](#)

[Balanced Scorecard](#)

[Decision Support System⁵](#)

[Educational Master Plan](#)

[Educational Master Plan Student Services Compendium 2009](#)

[Educational Master Plan Supplement 2009](#)

[Institutional Effectiveness and Planning website](#)

[Institutional Planning and Assessment Calendar](#)

[Institutional Research and Planning website – virtual fact book](#)

[Instructional Unit Plans and Goals](#)

[Integrated Institutional Planning Schematic](#)

[Math Student Learning Outcome and Assessment Results](#)

[Mt. San Jacinto College Board of Trustee ARCC 2009 Presentation](#)

[Mt. San Jacinto College Board of Trustee Meeting agenda/minutes – Facilities Master Plan approval](#)

[Program Review Templates](#)

[Student Learning Outcome and Assessment database](#) and

https://my.msic.edu/webapps/portal/frameset.jsp?tab_group_id=71⁶

[Student Learning Outcomes and Assessment Lifecycle](#)

[Student Services Unit Plans and Goals](#)

Supporting Evidence

[Assessment Council Goals 2010-11](#)

[Budget Change Proposal Form](#)

[Completed Program Review \(Instruction, Student Services, Administration\)](#)

[Facilities Master Plan committee site meeting agenda/minutes](#)

[Facilities Master Plan Website](#)

[Institutional Planning Committee BCP scoring results 2008-09](#)

[Mt. San Jacinto College Accreditation Annual Report 2010](#)

[Program Review database](#)

[Research Committee Meeting agenda/minutes](#)

⁵ Please use the 'Login as Guest' button

⁶ Note: Requires Login/Password to access – userID: accredguest; Password: !sti#XrW%

Recommendation #2.3

The Team recommends that the College incorporates established priorities into the governance, decision making, and resource distribution processes.

A pervasive system of integrated planning has been successfully inaugurated by Mt. San Jacinto College. The integrated planning establishes priorities in the form of annual institutional goals that are incorporated into decision-making and resource distribution processes. Simply stated, a coherent system in which goals drive plans, plans drive allocations, and program reviews allow for identification of institutional improvements was developed and implemented to remedy the concerns addressed in the ACCJC Evaluation Team site visit report (October 2005).

As illustrated in the [Integrated Institutional Planning Schematic](#) and the [Institutional Planning and Assessment Calendar](#), Mt. San Jacinto College has defined the following systematic process for identifying and incorporating institutional priorities into decision-making and resource distribution practices:

- (1) Institutional priorities, or institutional annual goals, are based on analysis of data, including but not limited to results from program review and student learning outcome assessments;
- (2) Unit plans, unit goals, and master planning documents are informed by assessment data and other various institutional research/data sources;
- (3) Budget allocations and prioritizations are based on the comprehensive plans and tactical goals;
- (4) Institutional effectiveness in achieving annual goals and priorities are evaluated and assessed;
- (5) Institutional effectiveness results are communicated to the various College constituent groups, Mt. San Jacinto College Board of Trustees, and the general community.

Institutional Goals (Priorities)

Over the last three consecutive years, Mt. San Jacinto College has streamlined the development of annual institutional goals that are approved by the Mt. San Jacinto College Board of Trustees.

The annual institutional goals act as the College's overall priorities for the given fiscal/academic year. All units, divisions, and departments within the institution use the institutional goals as a benchmark for the development of each individual department, unit or division annual objectives and goals⁷.

The institutional goals act as part of the strategic framework through which the College functions (governance, decision-making, and resource distribution) and are aligned in an ongoing process centered on institutional outcomes and performance.

This integration of priorities into the institution's decision-making and governance structures has become the hallmark of Mt. San Jacinto College's planning.

⁷ See the following links: [Link to Instructional Unit Plan](#)
[Link to Student Services Division Goals](#)

The Mt. San Jacinto College Board of Trustees recently approved the [2010-11 Institutional Goals](#)⁸ during its August 2010 board meeting. Typically, institutional goals are approved by the Mt. San Jacinto College Board of Trustees during the annual June workshop. In earlier sections of this report, the process for developing the institutional goals/priorities was discussed. However, it is important to note that the institutional goals are also evaluated and assessed annually to determine the institution's effectiveness. The [evaluation and assessment results](#) relative to the College's annual institutional goals are presented to the Mt. San Jacinto College Board of Trustees at the end of each fiscal/academic year.

Integrated Budget Allocation Process

The budget allocation process, created by the Budget Development Committee and the Institutional Planning Committee, established a process that directly ties resource distribution with the priorities of the institution (i.e. program review, annual institutional goals, division goals, and Educational Master Plan).

Mt. San Jacinto College first applied the institution's integrated system while determining budget allocations in spring 2009. As evidenced by the [BCP scoring results](#) performed jointly by the Institutional Planning Committee and the Budget Development Committee in spring 2009, institutional priorities were fueled by annual Institutional goals.

As mentioned earlier in the follow-up report, due to the fiscal emergency imposed by the State of California, Mt. San Jacinto College did not have any discretionary funding to allocate for the 2009-10 fiscal year. Therefore, budget requests were not submitted or ranked. Still, the Institutional Planning Committee evaluated and assessed the effectiveness of the integrated planning and budget allocation process. As a result of this analysis, budget change proposal forms are currently being adjusted to reflect the same criteria identified in the balanced scorecard. In addition, the [balanced score card](#) (scoring system) used to rank the budget change proposals has been reviewed and is currently being updated.

Master Planning Documents

The institutional goals/priorities are used to formulate the College's three-year [Strategic Plan](#), which is currently being developed by members of the Institutional Planning Committee.

The Strategic Plan is intended to provide the College's internal and external community with a tactical planning document. It specifically outlines (1) the institution's strategic priorities; (2) a description of how the priorities guide resource allocation; (3) how the planning and resource allocation process will be transparent and documented; and (4) evaluation and assessment measures and practices that will occur to ensure continuous quality improvement.

The Mt. San Jacinto College Educational Master Plan is one component in the College's broad-based planning, implementation, and assessment effort. It was launched so that Mt. San Jacinto College will better meet the challenges of the next decade.

⁸ See also: [Link to MSJC Board Agenda/Minutes for March 11,2010](#)

The educational planning effort guides the development of institutional programs and services so that the thousands of current and future residents will have access to education they would otherwise lack. The Educational Master Plan establishes the foundation to effectively plan in terms of programs, services, and delivery modes. It also provides a mechanism in which to assess institutional effectiveness. From the educational needs identified in the Educational Master Plan, Mt. San Jacinto College's needs for facilities, staffing and fiscal resources are developed so that allocations are driven by the College's priorities.

Shared Governance and Priorities

Governance structures at Mt. San Jacinto College employ corresponding protocols used by Instruction, Student Services, and Administrative units/divisions/departments to incorporate and integrate institutional priorities within local decision-making units.

Shared-governance committees, outlined in the Shared Governance document, build committee goals, priorities, and objectives for each fiscal/academic year based on the approved annual institutional goals adopted by the President/Superintendent, Executive Cabinet, Institutional Planning Committee, and the College Council.

Annually, shared-governance committee chairs receive invitations to attend and participate in [work sessions held by College Council](#). The sessions focus on procedures and practices related to newly adopted institutional goals and priorities, master plan updates, budget allocation request processes, data acquisition, evaluation and assessment within the committee structure. In addition, just as Instructional Services, Student Services and Administrative units are required to evaluate and assess effectiveness in achieving specific departmental goals linked to institutional goals and priorities, all shared-governance committees are required to report on committee progress relative to the goals that each committee established.

Annually, the shared-governance committees are required to report evaluation data via the [Shared Governance Report Out form](#) that records committee progress and outlines areas for improvement.

Recommendation #2.3 Evidence – Referenced in Document

[Balanced Scorecard](#)

[College Council Meeting Agenda/Minutes – Work session for Shared Governance Committee Chairs](#)

[Institutional Goals 2010-11](#)

[Institutional Planning and Assessment Calendar](#)

[Institutional Planning Committee BCP Scoring Results 2008-09](#)

[Instructional Unit Plans and Goals](#)

[Integrated Institutional Planning Schematic](#)

[Mt. San Jacinto College Board of Trustee Meeting Agenda/Minutes – Institutional Goals Update](#)

[Shared Governance Report-Out Form](#)

[Strategic Plan Draft](#)

[Student Services Unit Plans and Goals](#)

Supporting Evidence

[Budget Change Proposal Form](#)

[Educational Master Plan](#)

[Institutional Planning Committee Meeting Agenda/Minutes](#)

[Shared Governance Document \(revised\)](#)

Recommendation #2.4

The Team recommends that the College develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and that the College report regularly to internal constituencies and the Board on this progress.

As described in the previous recommendation narratives, Mt. San Jacinto College has employed a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvement.

The institution has committed resources and designated planning and assessment as an institutional priority, or institutional goal, to ensure the regular assessment of institutional effectiveness.

The institution has dedicated the following resources to guarantee compliance with planning requirements:

- the annual development and evaluation of institutional, departmental, and program/services level goals
- the creation of an educational master plan, facilities master plan, and strategic plan
- full implementation of an integrated institutional planning, assessment and budget allocation process
- implementation of institutional program reviews (Instructional Services, Student Services and Administrative units)
- the use of research and data analysis to drive decision-making practices, evaluation and assessment of institutional effectiveness
- the institutionalization of a shared-governance Institutional Planning Committee

The institution's [Educational Master Plan](#) drives the decision-making process with a clear identification of all institutional priorities linked with all sectors of the College. The most recent formal update was published in spring 2009.

The Executive Cabinet leadership of the College continues to engage in annual planning activities that incorporate the master plan goals and assessment methodologies for the purposes of assessing the overall effectiveness of the institution.

Each institutional goal is linked to unit goals identified in each sector of the College through Annual Program Review updates in Instructional Services and Student Services, and completed on a three (3) year cycle for the Administrative units. The revised planning model integrates the College's strategic and department planning, budget and resource allocations, performance reviews, and evaluations of each sector to determine the overall effectiveness of the College. This process has provided seamless linkages with the institutional goals and the goals of each sector of the College.

Mt. San Jacinto College has proactively set institutional priorities for implementing plans for improvement that are based in analysis of research and data analysis. Since the completion of the ACCJC Accreditation Self Study Evaluation report in October 2005, Mt. San Jacinto College has consistently gathered data from a variety of sources to incorporate into the institution's decision-making processes, including institutional planning and budget allocation processes, as detailed in the Recommendation 2.2 narrative.

The institutional mindset has changed and moved into a culture of evidence, measurement, and assessment. Full implementation of assessment and consistent internal reporting to constituent groups has provided greater, more efficient opportunities to evaluate the institution's overall effectiveness.

This philosophy was applied to budget allocations for the 2008-09 fiscal year. The budget development process has been overhauled, and budget priorities are now tied to established, measurable goals and institutional priorities. They require the identification of intended outcomes and how those outcomes will be evaluated for effectiveness. New budget allocations are first discussed and prioritized by the sector leadership. These requests are tied to college-wide or departmental goals. Rationale and justification for each request must be clear. If the need does not exist or a connection cannot be made or justified, the request does not move beyond the sector for consideration. These allocation requests, when looked at with the sectors' updated program review, integrate well with the College's new approach to resource allocations.

Mt. San Jacinto College is continuing its full implementation of student learning outcomes (SLOs). It has made significant progress since October 2005.

Mt. San Jacinto College has 1) created and implemented a comprehensive plan for the development of student learning outcomes at the program and course levels and 2) integrated student learning outcomes into a systematic and on-going process used to improve student learning.

Faculty and administration have cooperatively developed and implemented a student learning outcome model that is currently used by all areas within the College (Instruction, Student Services, and Administrative units). Introspective analysis from the program review process helps to inform the College's decision-making process as evidenced in the Integrated Institutional Planning Schematic. Program review is the foundation for the Educational Master Plan input. Program review is entrenched in the development of departmental student learning outcomes and is also integrated with the development and planning for curriculum, staffing and professional development needs, facility and technology needs, and budget allocation. In addition, the revised budget process mandates that facilities and technology resources support learning through the development of a Facilities Master Plan driven by the Educational Master Plan.

The Institutional Planning and Budget Development Committee charges mandate review and improvement of the institution's business practices and planning resource allocation processes for maximum efficiency and effectiveness. It ensures that mission, planning priorities, program review, and student learning outcomes drive allocations and improvements. It includes review of resource planning to ensure systematic assessment and effective use of resources. It ensures that results are evaluated and used to improve business practices to integrate financial resource planning with strategic planning, and to mesh technology planning with institutional planning.

The Superintendent/President chairs the Institutional Planning Committee with representatives from each College constituency group. The Institutional Planning Committee is the central clearinghouse responsible for establishing College priorities based on emerging goals and issues from the Educational Master Plan and unit program review findings. Priorities identified through the Institutional Planning Committee are communicated to College Council for review and recommendation via constituent representation. The process culminates with an institution-wide, or cross-institutional, allocation of resources based on institutional priorities, and tied to needs assessment validated by research and evaluation.

Mt. San Jacinto College has many ongoing systematic cycles of evaluation, integrated planning, and resource allocation, which have been codified into a planning model that allows for the efficiencies and economies of scale that take place when all systems are truly integrated into a synergistic connection.

Assessment is based on analysis of both quantitative and qualitative data by each sector leader in conjunction with the Assessment Coordinator, Associate Dean of Research and Planning, faculty leadership, and key stakeholders.

Evidence is primarily sector-driven and is now linked and available for evaluation through the Institutional Effectiveness and Planning and Research websites.

Mt. San Jacinto College has allocated necessary resources to lead to improvement of institutional effectiveness to support the above described systems.

Progress related to institutional effectiveness and goal attainment is regularly communicated to internal constituencies and the Mt. San Jacinto College Board of Trustees. Specifically, the Mt. San Jacinto College Board of Trustees is provided with a minimum of two [work sessions](#) each year (January/June), facilitated by the Superintendent/President. The work sessions provide the Board with a comprehensive status report on annual goal achievement and progress. The work sessions are scheduled intentionally during the mid- and end-point of the fiscal/academic year. The availability and communication of both formative and summative evaluation results provides the Board, Superintendent/President, and the various constituent groups an

opportunity to identify areas of improvement throughout the entire year and determine adjustments as appropriate and necessary.

Internal constituencies receive similar communications regarding the status of goal achievement during fall and spring faculty convocations, classified professional State of the College presentations, Classified Staff Professional Development Day, and during various shared governance and ad-hoc committee meetings. These meetings include, but are not limited to College Council, Institutional Planning Committee, Assessment Council, Budget Development Committee, and Management Leadership.

The primary vehicle responsible for communicating to all constituent groups at the College is the College Council, which consists of representatives from each respective group (Administration, Faculty, Classified and Students).

For the purpose of communicating effectively and information dissemination, the institution requires all committees and divisions to post minutes of meetings consistently on the web.

Institutional goal and priority progress and data is also made available to faculty, classified staff, administrators, students and the general community via electronic means of communication including the [Institutional Effectiveness and Planning website](#), the newly developed [MSJCLinks electronic newsletter](#), and the [Mt. San Jacinto College Institutional Research website](#).

The two primary web portals have become vital centers whereby all internal and external constituencies are able to access up-to-date information relative to the Institution's planning, accreditation, evaluation, and assessment efforts. In a committed effort to emphasize data-driven decisions at the College, the institution regularly provides data and research analysis reports on the Mt. San Jacinto College Institutional Research website, which acts as a virtual Fact Book.

The electronic newsletter is distributed via e-mail to all faculty and staff on a monthly basis to provide yet another opportunity for the information on goals, priorities, budget allocations, planning, accreditation, and assessment.

Other examples of the College's effort to report to the College community regarding the progress toward meeting goals and plans for improvement have occurred at multiple Brown-Bag lunches for faculty and staff, management leadership briefings and e-mail communications.

The master plan documents and resources ([Educational Master Plan](#), [Facilities Master Plan](#) {when completed}, [Strategic Plan](#), [Shared Governance document](#), [Integrated Institutional Planning Schematic](#), [Institutional Planning and Assessment Calendar](#), [Student Learning Outcomes and Assessment Lifecycle](#)) all serve to provide internal and external constituent groups with not only a road map for long- and short-term planning initiatives and priorities, but also are intended to provide yet another communication strategy to relay vital planning information.

Means of communication are evaluated and assessed to determine whether internal constituents feel that they have knowledge, access, and opportunities to participate in the planning process.

In August 2010, the institution participated in an [Accreditation Climate Survey](#). Results of the survey are pending. However, it is anticipated that the results will be used to formulate new plans and strategies to improve upon communication methods and participatory opportunities for faculty, classified staff, and administrators. The institution will execute another Climate Survey in spring 2011 to measure improvements relative to the planning process, accreditation standards, and communication and participation levels.

Recommendation #2.4 Evidence – Referenced in Document

[Educational Master Plan](#)

[Facilities Master Plan](#)

[Institutional Effectiveness and Planning Website](#)

[Institutional Planning and Assessment Calendar](#)

[Institutional Research Website](#)

[Integrated Institutional Planning Schematic](#)

[MSJCLinks e-newsletter](#)

[Mt. San Jacinto College Accreditation Climate Survey](#)

[Mt. San Jacinto College Board of Trustee Meeting Agenda/Minutes – Work session](#)

[Shared Governance Document \(revised\)](#)

[Strategic Plan Draft](#)

[Student Learning Outcome and Assessment Lifecycle](#)

Supporting Evidence

[Annual Program Review Update](#)

[Balanced Scorecard](#)

[Budget Change Proposal Form](#)

[Faculty Convocation Agenda](#)

[Institutional Goals 2010-11](#)

[Institutional Planning Committee Charge](#)

[Instructional Unit Plans and Goals](#)

[Mt. San Jacinto College Accreditation Climate Survey Results](#)

[Program Review Database](#)

[Program Review Templates](#) and [Instructional Program Review Template](#)

[Student Learning Outcome and Assessment Database](#) and

[https://my.msic.edu/webapps/portal/frameset.jsp?tab_group_id= 7 1](https://my.msic.edu/webapps/portal/frameset.jsp?tab_group_id=71)⁹

[Student Services Unit Plans and Goals](#)

⁹ Note: Requires Login/Password to access – userID: accredguest; Password: !sti#XrW%