MSJC MT. SAN JACINTO COLLEGE

Follow Up Report

Submitted by

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

October 2009

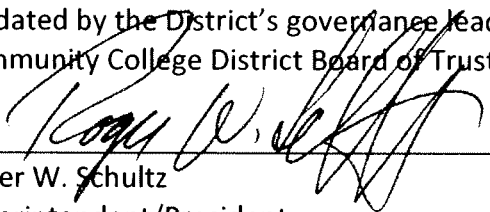Roger W. Schultz
Superintendent/President

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
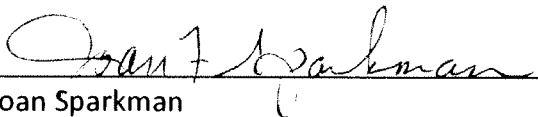
TABLE OF CONTENTS

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 and was approved by the Mt. San Jacinto Community College District Board of Trustees on October 15, 2009.

Roger W. Schultz
Superintendent/President

Joan Sparkman
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 (hereafter referred to as 'the District') in November 2005.

In a letter from the ACCJC dated January 31, 2006, the District's accreditation was reaffirmed. The commission report cited seven areas of concern and detailed specific areas where improvement was required. The District 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, MSJC submitted a traditional institutional midterm report focused on the progress of all seven recommendations as well as the action plans established by the District. In a February 2009 letter from the ACCJC, the midterm report was accepted with an additional follow up report required to focus on four recommendations that needed further review and improvement by the District.

In February 2009, faculty, staff, students, and administrators were actively recruited for recommendation work groups, and the Mt. San Jacinto College Accreditation follow up report Steering Committee met to review the four recommendations from the ACCJC to review follow up report guidelines, to assign work groups, and to schedule work group meetings and individual responsibilities for the semester. During the spring semester of 2009, evidence was gathered by several subcommittees which then wrote, edited, and submitted drafts of the follow up report recommendations. Subcommittees met independently, and the entire committee met twice to report progress and coordinate efforts. Written report drafts from the recommendation groups were completed the last week in June 2009 to assure that the accreditation liaison officer had sufficient time to edit the drafts from the various subcommittees.

From June-July 2009, the accreditation liaison officer wrote and edited the final follow up report. In early September, the final follow up report was reviewed by the Executive Cabinet, subcommittee chairs and co-chairs, 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 2009. In October 2009, 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, 2009, follow up report deadline.

MT. SAN JACINTO COLLEGE ACCREDITATION FOLLOW UP REPORT
STEERING COMMITTEE & SUBCOMMITTEE MEMBERS

Accreditation Liaison Officer

Rebecca Teague

Steering Committee Members

Administration
Bill Vincent
Camille Kraft
Carlos Lopez
Catalina Cruz
Charles Hawkins
Dennis Anderson
George Kozitza
Irma Ramos
Jeanne O'Dell
JoAnna Quejada
Joyce Johnson
Karin Marriott
Ketmani Kouanchao
Kevin Segawa
Laurie McLaughlin
Michael Conner
Patricia James
Patrick Springer
Rebecca Teague
Richard Rowley
Roger Schultz
Ronald Paquette
Susan Guarino
Susan Loomis
Temma Dadah
Tom Spillman

Faculty
Alex Cuatok
Bil Bergin
Bob Rockwell
Denise Delaimo
Erik Ozolins
Jason Bader
Kathy Turner
Marlene Cvetko
Richard Kandus
Richard Sisk
Ron Bowman
Sterling Roulette
Tatiana Somers

Classified Professionals
Cheri Naish
Fred Frontino
Janet McCurdy
Jennifer Marrs
Kathy Donnell
Kristen Grimes
Laurie Ney
Michael Breyette

Subcommittee Members

Recommendation 1
Roger Schultz – Administration (Chair)
Bill Vincent – Administration
Dennis Anderson – Administration
Karin Marriott –Administration
Temma Dadah – Administration
Denise Delaimo – Faculty
Jason Bader - Faculty
Fred Frontino – Classified
Janet McCurdy – Classified
Kristen Grimes - Classified
Marcus Castellanos - Classified
Rafael Reynaga- Student

Recommendation 2
Bill Vincent – Administration (Chair)
Dennis Anderson – Administration (Chair)
Bob Rockwell – Administration
Catalina Cruz – Administration
JoAnna Quejada – Administration
Ronald Paquette – Administration
Cora Young – Faculty
Jennifer Burleson – Faculty
Michael Plotkin – Faculty
Richard Sisk – Faculty
Ted Blake – Faculty
Bing Bruce – Classified
Janet McCurdy – Classified
Jennifer Marrs – Classified

Recommendation 6
Irma Ramos – Administration (Chair)
Tom Spillman – Administration
John Seed – Faculty
Kathy Turner – Faculty
Faith Nobles – Classified
Regina Howard – Classified

Recommendation 7
Roger Schultz – Administration (Chair)
Joan Sparkman – President, Board of Trustees
Charles Hawkins – Administration
Rebecca Teague – Administration
Robert Rockwell – Administration
Kathy Donnell – Classified
Kristen Grimes – Classified

Editors
Kristen Grimes - Classified
Rebecca Teague - Administration

<u>Recommendation #1</u>
The Team recommends that the College examine its mission statement and make the changes necessary to make it more effective in aligning programs and services by:

1.1 clearly defining the College's educational purposes;
1.2 its intended student population; and
1.3 its commitment to achieving student learning. (I-A).

Mt. San Jacinto College recently revised its mission statement in a comprehensive review process involving all constituent groups (administration, faculty, classified, and students) to address the specific recommendations of the ACCJC's Self Study Evaluation Team recommendation. In January 2008, MSJC developed a district-wide shared governance task force comprised of faculty, administrators, classified staff, and students to methodically review the deficiencies in the existing mission statement as cited by the ACCJC Self Study Evaluation Team. The task force was charged by the Superintendent/President to develop revisions of the mission statement that address the recommendations of the ACCJC.

The process of developing a new mission statement for the institution was finalized in spring 2009 as part of the <u>Educational Master Plan</u> document. This timing was intentional in order to ensure that critical information such as student learning, student demographics, and the types of programs and services offered by the District currently and in the future were taken into consideration in the final development of the new mission statement.

The new proposed mission statement was presented to the MSJC Board of Trustees during the June 2009 Board meeting as an <u>informational item</u> on the agenda. This was followed by presentation to constituent groups during fall 2009 convocation activities.

The new proposed mission statement focuses on the ACCJC's recommendations and includes a definition of the College's educational purposes, its intended student population, as well as the College's commitment to achieving student learning. The proposed <u>mission statement</u> is as follows:

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

The proposed mission statement reflects a significant revision to the existing statement and clearly defines and reflects a focus on the College's educational purposes as referenced in the statement, "offers accessible, innovative, comprehensive and quality educational programs and services". In addition, the new mission statement clearly outlines the intended student population, "diverse, dynamic, and growing communities both within and beyond traditional geographic boundaries". This statement highlights the significant diversity of MSJC's student population as defined by research that went into formulating the Educational Master Plan. The population characteristics also emphasizes that MSJC not only serves students within its service area, but the statement also accounts for those students outside of the district utilizing distance education opportunities.

The new mission statement of Mt. San Jacinto College is an expression of the goals and aspirations of its educational agenda. The goals articulated by the mission statement (transfer, career advancement, basic skills development, and personal enrichment) are appropriate to an institution of higher learning. A district-wide pledge to achieving student learning is exhibited in the mission statement, which commits instruction, support services, and other campus resources to effectively fulfill this goal and its future plans as outlined by the Educational Master Plan. The College's mission statement demonstrates its commitment to effective institutional planning. The new mission statement drives all planning processes.

The mission statement was unanimously approved by the MSJC Board of Trustees during its September 10, 2009 regular meeting. Implementation is currently in process throughout the district by placing in prominent locations on campus, on the web, and in printed materials. The Mission Statement Task Force will reconvene in early spring 2010 to develop a vision and philosophy statement to complement the new mission statement.

Per MSJC Board of Trustees Board Policy 1200, the mission statement of MSJC will be evaluated and revised, as needed, on a regular basis. Although a specific timeline for revision and evaluation has not been designated by Board Policy 1200, the Superintendent/President has recommended that the mission statement be revised at least every five years in order to stay current on changing student demographics, educational purposes, and community needs.

Evidence

MSJC Proposed Mission Statement (June 2009)
Educational Master Plan
MSJC Board of Trustees June 2009 Meeting - Agenda (Informational Item)
Agenda/Minutes of Mission Statement Task Force
MSJC Board of Trustees September 2009 – Agenda (Action/Consent Item)
MSJC Board of Trustees Board Policy 1200

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.

MSJC is organizationally more stable and focused on accountability and adherence to process. The District has committed the following resources and efforts to ensure regular assessment of institutional effectiveness: the annual development and evaluation of institutional, departmental, and program/services level goals; the creation of an educational master plan; full implementation of an integrated institutional planning, assessment and budget allocation process; completion of institutional program reviews (Instruction, Student Services and Administrative Units); the use of research and data-analysis to drive decision-making practices, evaluation and assessment of institutional effectiveness; and the institutionalization of a shared governance Institutional Planning Committee.

Institutional Goals
Over the last two years Mt. San Jacinto College has consistently developed annual institutional goals for the District. The goals developed by Executive Cabinet leadership are subsequently reviewed, approved and adopted by the MSJC Board of Trustees each fall term. The Mt. San Jacinto College annual Institutional Goals are published on the MSJC 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.

Preliminary institutional and community needs are identified across the institution and in each sector based on data from program reviews; internal data sources (Datatel), 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.

Decision Support System
The Decision Support System (DSS) is a data-driven system developed during the 2007-2008 fiscal year. The DSS was piloted in summer 2008 with the appropriate staff receiving extensive training. Full implementation of the DSS began in fall 2008.

The DSS is comprised of two modules. The DSS Enrollment Management System is the District's main mechanism to accurately and efficiently plan and project current and future FTES (Full Time Equivalent Students). The DSS Enrollment Management System uses Management Information Systems (MIS) data to provide an accurate daily snapshot of the upcoming term; to track faculty teaching loads; calculate various course efficiency metrics, such as WSCH/FTEF; and track course enrollment trends. Administrators, Department Chairs, and faculty use the software to make informed data-driven decisions about course offerings throughout the schedule development process.

As part of the DSS Enrollment Management System, the District has developed a Budget Development database which will allow the Instruction Office to track course/section costs accurately, to define faculty workload metrics, to set performance goals, and to plan budgeting priorities for future terms. A preliminary database has been developed; however, the database is still in its infancy and is expected to be completed prior to the development of the spring 2010 semester schedule. The database will also be used in concert with other data such as program review to assist in the prioritization of funding requests and evaluation and assessment of institutional effectiveness as it relates specifically to instructional areas.

Both components of the DSS allow all District personnel, especially those in decision-making roles, to access information easily so that planning and projecting can occur. The two modules are accessible via a web browser or as a spreadsheet. The DSS replaces the District-wide Efficiency Report.

Educational Master Plan
Prompted by the student learning outcome effort and a major and positive change in administrative staffing over the last several years, the College has launched a pervasive system of integrated planning, allocation and assessment. As a first step toward integration, the Program Review model was overhauled in 2006-2007 and implemented across the institution in 2008. In 2007, the College commissioned a District Educational Master Plan (referred to as the Mitchell Report), which was completed in early 2008. The Mitchell Report analyzed current and future demographics and enrollment demand, college programs and their potential for growth,

as well as staffing and material strengths and deficiencies, resulting in a document that contained clear projections of attendance potential, impediments to that growth and pointed to some issues for resolution by the MSJC Board of Trustees.

At the same time, the report was unable to utilize the results of the institution's new program review model and additional demographic insights regarding unincorporated areas. Thus the document was hampered by a lack of information that could have made personnel implications more precise and bolstered program planning information. The updated Educational Master Plan (2009-2016), completed in spring 2009, is a supplement to the Educational Master Plan completed in 2008. It rests on the foundation of the Mitchell Report, but it extends it by the inclusion of the information gleaned from division and unit plans, and the exhaustive body of program reviews, as well as additional population projections regarding unincorporated areas. The supplement is more specific and on-point, identifying staffing levels needed, priorities for facilities and equipment, and expected levels for non-traditional delivery modes. The Educational Master Plan (2009-2016) augments the previous plan.

The MSJC Educational Master Plan is one component in a broad-based planning, implementation, and assessment effort, launched so that the College will better meet the challenges of the next decade. 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. To meet the needs of a vastly underserved population, the Educational Master Plan establishes the foundation to effectively plan in terms of programs, services, and delivery modes and have a mechanism in which to assess institutional effectiveness. From the educational needs identified in the Educational Master Plan, MSJC's needs for facilities, staffing and fiscal resources will be developed so that allocations will be driven by the College's integrated planning and budgeting model.

Program Review
The current Instructional Program and Service Reviews integrate assessment of program performance measures, curricular currency (if pertinent to the function under review), as well as progress regarding Learning Outcomes. Under the new program review model and the Educational Master Plan, student learning outcomes, departmental learning outcomes, and institutional learning outcomes are directly connected. All departments are required to address how their overall program goals relate to the Educational Master Plan and institutional learning outcomes (ILOs).

In spring 2009, the Institutional Planning Committee adopted a planning model for the District that incorporated assessment from program review, SLOs, and prior special projects into the basic foundation for the Educational Master Plan. The model was used for the first time in preparing the 2009-2010 allocation recommendations to the Budget Development and Institutional Planning Committees.

<u>Instructional Program Reviews</u> assess 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. These plans in turn were the basis for the Educational Master Plan. The Educational Master Plan and parallel sector plans for Human Resources and Business Services are to be used as the controlling documents for allocations, staffing and facilities development.

In every sector of the College, formal assessments of effectiveness have been launched, including administrative sectors. Within Instruction and Student Services, program reviews have now been initiated for all divisions and all programs. Completion rates appear to be over ninety (90) percent. The program review model contains an evaluation of the program's level of successful involvement in Student Learning Outcomes and both the Institutional Planning Committee and the Budget Development Committee have endorsed the idea that programs lacking SLOs and Program Reviews will be significantly less likely to receive funding for new projects. The same standard has been extended to the non-educational sectors of the college – projects from sectors and divisions that lack formal completed assessments of services provided will be far less likely to receive funding. Program/Service reviews and completed outcomes reviews will result in initial ranking of their requests for funding above proposals from programs and services which have not completed reviews.

The program review model addresses several issues including ease of use and more frequent updating; integration of program review with planning; integration of program review with allocations of resources, including staff, funds, and materials; and integration of program review with student learning outcomes. The program review model also includes a timeline of completion, so that program review has been shortened to a one-year cycle for the instructional and student services units. Administrative units are scheduled for completion on a cycle not to exceed three (3) years.

Unlike the previous program review model, the new online version is closely connected to institutional planning, including hiring decisions, budget allocations, curriculum development, and facilities planning. To further integrate program review into instructional planning and allocation decisions, the Program Review Committee recommended that 1) no full-time tenure-track faculty position be allocated which has not first appeared as an identified need in program review and Educational Master Plan documents, 2) no instructional equipment purchases (over a level to be determined) will be made which have not first appeared as a need identified in program review and Educational Master Plan documents, and 3) no new construction or refurbishment of any instructional facility will be undertaken which has not first appeared as a need identified in the program review and Educational Master Plan documents.

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. Lastly, an updated multi-year program review schedule has been developed to ensure that all departments engage in a comprehensive program review on a routine basis.

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

Planning and Budgeting
In order to complete the integration of planning and budgeting, both the Budget Development and Institutional Planning Committees went through changes in charge and structure in spring and fall of 2008. The Board's approval of 1) annual Institutional goals for 2009-2010, 2) the new charges for the Budget Development and Institutional Planning Committees, and 3) the overall planning model resulted in the formal integration of planning and program review into allocation decisions in late spring 2009. Discussion and assessment of the effectiveness of this effort will continue through fall 2009, and improvements to processes and communications will be considered by both the Budget Development and Institutional Planning Committees. It is notable, however, that this demonstrates the College's integration of assessment, planning and allocation and that there is a forward momentum to maintain and continuously improve this effort.

The Institutional Planning and Budget Development Committee charges mandate review and improvement of the District'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 and 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. 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. Additionally, it requires communication in support of learning to improve customer service training for those with direct contact with students and community, and assessment as an evaluative measure is used in process improvement.

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 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 109 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 District 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.

MSJC has utilized this package of 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 MSJC's efforts to provide accountability and evaluate college performance on the state's educational priorities. The District 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 CCCCO website as well as on the MSJC Institutional Research website.

ARCC data, progress related to the ARCC criteria and strategies for institutional improvement are presented to the MSJC Board of Trustees 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 of the District to establish district-wide goals for five years (2004-2009). The District completed both a progress report in 2007 and is in the process of completing a final report outlining the evaluation and assessment of effectiveness in achieving the stated thirty-three institutional goals and objectives. The final report will be completed in spring 2010, presented to the MSJC Board of Trustees and published and disseminated to community members, faculty, staff, and students.

Now that the District's Educational Master Plan has been completed, the administration has opted to turn the Five-Year Master Plan into a Strategic Plan for the institution. A draft of the Strategic Plan has been developed by the Interim Dean of Institutional Planning, Advancement and Effectiveness; however, the draft is in its early stages of development and still requires feedback and input from MSJC Board of Trustees, administration, faculty, staff, students and community members. The full development of the new District Strategic Plan is anticipated to be completed by summer 2010 for implementation in fall 2010.

Evidence

ARCC Report
2008 ARCC Self Assessment Statement
2009 ARCC Self Assessment Statement

2009-2010 Budget Allocation Priorities/Recommendations
Strategic Plan Draft
Instructional Program Reviews
Budget Development Database
Budget Development Committee Charge
Institutional Planning Committee Charge
Institutional Planning, Budget Allocation and Assessment Models
Educational Master Plan (Mitchell Report)
Educational Master Plan
Decision Support System
Institutional Goals, Fiscal 2009-2010
Master Plan 2004-2009 progress report
Student Services Program Review Model
Administrative Unit Program Review Model

Recommendation # 2.2
The Team recommends that the College set priorities for implementing plans for improvement that are based in analysis of research data.

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, MSJC has consistently gathered data from a variety of sources to incorporate into the District's decision-making processes, including institutional planning and budget allocation processes. Illustrative of this priority are numerous district-wide activities and initiatives currently underway in each institutional area. The activities and initiatives clearly demonstrate how the institution is persistently utilizing data-driven analysis to design, implement and integrate plans for short- and long-term institutional improvements.

Decision Support System
The development of a Decision Support System (DSS) was one of the ten Instructional Goals for the 2007-2008 academic year. The development of the Decision Support System began in August 2006 with full implementation occurring in late summer 2008.

Although housed in the Instructional Services division, the DSS provides administration, faculty and staff district-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 system provides district-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.

Since its full implementation nearly a year ago, the DSS data and information 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.

As a result of the state budget crisis, MSJC, along with many other California Community Colleges, have 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 and the Interim Dean of Institutional Planning, Advancement and Effectiveness, have been utilized in identifying and projecting 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 in fall 2008 and summer 2009, MSJC has been able to effectively leverage its offerings to dramatically <u>increase efficiencies in course section fill rates</u> (percent of capacity). The District's utilization 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.

Student Learning Outcomes
Mt. San Jacinto College is continuing its full implementation of student learning outcomes (SLOs) and 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).

The Research and Planning Office is integrated into the student learning outcomes process. The Research and Planning Department is an active participant in the planning and analysis for the student learning outcome program. Research and assessment related to student learning has been published for discussion or dissemination through documentation forwarded to the SLO Committee. Information regarding student learning outcomes has been published, disseminated during faculty department meetings, and is available on the <u>SLO website</u>.

The District has built the student learning outcomes process on institutional data and research; a student learning outcomes model is in place (complete with instructions, forms, and examples), numerous courses as well as programs and services have gone through the student

learning outcomes process (including SLO development, evaluation and assessment), and the District has implemented an ongoing student learning outcomes plan, complete with integration into the decision-making processes at the District.

Educational Master Plan

The Educational Master Plan identifies needs through the utilization and analysis of data, including analysis of community and regional needs; projection and analysis of future enrollment changes and economic trends and developments; and identification of the current and future needs of educational programs, student services, and other services and activities. The educational master plan formulates the long-term educational goals and short-term objectives required to meet those goals, as well as provide an analysis of available resources needed to implement the objectives.

Program Review

As discussed in Recommendation #2.1, the full district-wide implementation of the new program review model was completed in fall 2008. Analysis of research is a vital component of the new model as illustrated by the Instructional, Student Services and Administrative Unit Program Review Model Outlines, and includes consistent data sets for each program being reviewed. There was a conscious effort to ensure that each of the individual area program reviews (Instruction, Student Services, and Administrative Units) had similar components so that data and outcomes could be easily collected and compared for institutional planning, assessment and budget allocation purposes.

Data for the Student Services and Administrative Program Unit Review primarily originates from departmental area data, data and research from Datatel, as well as other institutional data resources utilized by the Associate Dean of Research and Planning. The program review model also utilizes 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 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, including 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 new model's broad adoption allows the District to have comparable data from all programs. Thus, every program generates information related to the same criteria and provides comparable data that can be integrated.

The introspective analysis from the program review process helps to inform the District's decision making process as evidenced in the Institutional Planning, Budget Allocation and Assessment Models. Program review is the foundation for the District's Educational Master Plan input. Program review drives 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.

Annual Budget Development Process
Various models of budget processes utilized at other community colleges were studied by the Budget Development Committee during the 2005-2006 sessions. As a result of this research, a new annual budget development process was created and approved in spring 2007 by the Budget Development Committee, a shared governance committee comprised of administrators, faculty, staff, and students. The annual budget development process established a new procedure for budget allocation requests which stipulates that the Budget Change Proposal (BCP) forms require that each augmentation request be tied to at least one of the annual institutional goals and/or student learning outcomes and 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.

Another new feature of the 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 utilized 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 Budget Development Committee formed a subcommittee in spring 2008 to develop a form for summarizing data and evidence regarding the efficiency and success of approved budget requests in meeting stated objectives and goals.

Evaluation efforts related to budget allocations are directly connected to planning and the budget cycle with a new model of resource distribution. The new budget development process, adopted by the Budget Development Committee, blends a top-down and bottom-up paradigm to provide coherent organizational plans driven by the expertise found throughout the institution.

Research and Planning Office
The visibility and appropriateness of research data for planning efforts has been expanded due to the hiring of an Associate Dean of Research and Planning in January 2008. The Associate Dean of Research and Planning's primary responsibilities includes directing, conducting, and facilitating research as well as data analysis practices. The position tasks include research, evaluation and measurement activities related to program reviews, student learning outcomes, and institutional goals and priorities, among others.

The Research and Planning Department has adapted the format of the Fact Book from a printed document to an online data and information clearinghouse. All reports, presentations, data and

research analysis are published on the <u>Institutional Research and Planning website</u> for full accessibility by faculty, staff, administrators and the community. This data warehouse has been consistently utilized over the last two years to assist the District in designing and implementing short and long term planning processes and practices.

The Research and Planning Department's primary priority is to ensure that decisions will be made using fact-based data while meeting the needs of students by providing data in a timely manner. Data is formally presented to faculty, administrators, classified staff, and the Board of Trustees each semester, or as requested, detailing 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.

Student Services
The District endeavors to meet the varied educational needs of its students through programs consistent with those students' educational preparation and diversity, demographics, and the economies of local communities.

The Student Services Sector and its departments utilize data on an annual basis to assess, plan, and allocate resources based on priorities. Each year, the Student Services leadership team works to establish goals for the sector as a whole and for its respective departments. Goals are tied to the District's annually established institutional goals, the Educational Master Plan, and operational needs.

These plans and goals are a product of the formal program review process, operational reports and data (registration activity counts, various student traffic counts, retention numbers, community demographics, and participation rates), and ongoing qualitative and other quantitative measures. In addition, future trends and external data, such as area growth projections, instructional data and reports, as well as regional demographic information, are also factored into decision making.

Bi-weekly meetings of the Student Services leadership team focus on reviewing operations and trends in an effort to continue to improve services to students. Regularly scheduled meetings with other divisions or committees, such as the Instruction Office or the Enrollment Management Team, provide opportunities to collect qualitative data to identify problems, challenges and gather additional insights to improve operations within the division.

New budget allocations are discussed and prioritized by the sector leadership. These requests are tied to the California Community College Chancellor's Office and district-wide or departmental goals. Rationale and justification for each request are expected to be clear; otherwise, the request does not move beyond the sector for consideration. These allocation requests, when looked at with the sector's updated program review, integrate well with the District's new approach to resource allocations.

The Student Services Sector has made functionally significant modifications to this process and continues to refine and make adjustments to its planning, allocation, and assessment process to ensure consistency within the systematic approach in which the efforts integrate with the District and its processes as a whole.

Evidence

Board of Trustees Meeting Minutes, May 10, 2007 (SLO Board report)
Budget Development Committee Minutes
Budget Development Proposal Form
Educational Master Plan 2009-2016
Institutional Planning Committee Minutes
Institutional Planning, Budget Allocation and Assessment Models
Master Plan 2004-2009
Master Plan Progress Report, 2007
Program Review Outline Model Administrative and Instructional sectors
Program Review Schedule for Student Services 2009-2010
Research and Planning Department Website reports

Recommendation #2.3

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

Mt. San Jacinto College has had program review, budget development and institutional planning processes for many years, but faculty, staff and administration have long acknowledged that those processes were not integrated into a coherent system in which goals drove plans, plans drove allocations, and program review allowed for institutional improvement. Prompted by the student learning outcome effort and a major and positive change in administrative staffing over the last several years, the College has launched a pervasive system of integrated planning, allocation and assessment.

The College has developed and implemented an integrated planning model that reflects on Program Review content and SLO progress. The new system was first used while determining allocations in spring 2009. Institutional priorities were fueled by annual Institutional Goals and Institutional Learning Outcomes, and both were reflected in the allocation recommendations.

In order to complete the integration of planning and budgeting, both the Budget Development and the Institutional Planning Committees went through changes in charge and structure in spring and fall of 2008. The Board's approval of 1) annual institutional goals for 2009-2010, 2) the new charges for the Budget Development and Institutional Planning Committees, and 3) the

overall planning model resulted in the formal integration of planning and Program Review into allocation decisions in late spring 2009. An analysis of the effectiveness of this effort will be made in fall 2009, and will consist of 1) annual program review updates with a centralized web presence, 2) assessment of learning and administrative outcomes by the various divisions, 3) improvements to processes and communications will be considered by both the Budget Development and Institutional Planning Committees.

The components implemented in spring 2009 to establish college priorities is evidenced in the governance of the college decision-making and resource distribution process. Components implemented in all areas of the college include: an Institutional Planning Master Calendar, methods for improving ARCC data, tracking mechanisms for Program Review and SLO's, and demonstrating clear linkages throughout all planning processes of the college.

In every sector of the college, formal assessments of effectiveness have been launched, including administrative sectors. Within Instruction and Student Services, program reviews have now been initiated for all divisions and all programs. Completion rates appear to be reaching 90% in early spring 2009, with another cycle of reviews scheduled for fall 2009. The program review model contains an evaluation of the program's level of successful involvement in Student Learning Outcomes, and both the Institutional Planning Committee and the Budget Committee have implemented an approval process using a balanced scorecard (transparency) that makes programs lacking SLOs (or DLOs) and Program Reviews ineligible to receive funding for new projects.

The updated Educational Master Plan is the driving force for facilities and staffing plans as well as the foundation for the strategic plan. The Interim Dean of Institutional Planning completed an updated Educational Master Plan (2009-2016) which is a supplement to the foundational Educational Master Plan completed in spring 2008 (Mitchell Report). This new document was based in part on program reviews and unit plans from the instructional and student services areas.

Annual Institutional Goals
In fall 2008, the Board of Trustees adopted the Mt. San Jacinto College Institutional Goals for the 2009-2010 fiscal year. The development of the annual institutional goals was the result of a comprehensive discussion at the Executive Cabinet level with collaboration from all areas of the District including the Student Services Sector, Department of Business Services, Department of Human Resources, and Instruction Division. The institutional goals act as part of the strategic framework through which the District functions (governance, decision making, and resource distribution) and are aligned in an ongoing process centered on institutional outcomes and performance.

Annual Division Goals
In developing the annual institutional goals, each area of the District (the Student Services Sector, Business Services Department, Human Resources Department, and Instruction Division)

simultaneously develop individual division goals that support the priorities established and approved by the Board of Trustees.

Educational Master Plan
The District completed the Educational Master Plan in spring 2009 which integrates all of the institution's plans and goals. The educational master plan is the driver for all decision making and resource distribution processes.

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

Evidence

Board of Trustees Institutional Goals 2009-20010
Budget Committee Process
Budget Development Committee Minutes
College Council Committee Minutes
Department Chair Academy Manual (hard copy only)
Educational Master Plan Spring 2009 – 2016
Institutional Planning Committee Minutes
Program Review and Unit Plans for all Divisions 2009-2010
Student Services Goals 2009-2010

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.

The District's Educational Master Plan 2009-2016 drives the College 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 District 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 Instruction and Student Services, and completed on a three (3) year cycle for the Administrative units of the College. 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 District Institutional goals and the goals of each sector of the college.

Open and regular collaborative communication throughout all college constituent groups was actualized in spring 2009. The primary vehicle responsible for communicating to all constituent groups at the college is through 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 District expects all committees and divisions to post minutes of meetings consistently on the web.

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

In a committed effort to emphasize data driven decisions at the college, the District has committed resources for an upgraded administrative researcher, the Associate Dean of Research and Planning, to direct, conduct, and facilitate institutional effectiveness practices, including research and measurement activities related to program reviews, student learning outcomes, and institutional goals. (http://www.msjc.edu/apps/Comm.asp?Q=35)

The development of a Decision Support System for instruction has been completed and incorporates data-driven modeling to assist in planning and forecasting enrollment scheduling and demand. Student learning outcomes have been embraced and adopted and are a focus of each department's respective evaluation activities. Student learning outcomes have been established with broad input by personnel in the departments in the division, and the areas are now moving into a phase of assessment of them through both program review and other systematic measures.

The institutional mindset has changed and moved into a culture of evidence, measurement, and assessment. Full implementation of Institutional Effectiveness assessment and consistent internal reporting to constituent groups in 2008 has provided greater, more efficient opportunities to evaluate the institutions overall effectiveness. This philosophy was applied to budget allocations for the 2008-2009 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 district-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 District's new approach to resource allocations.

The District 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. The planning allocation and assessment model was implemented in 2008-2009. This cyclical, synergistic system will continue to be assessed for greater efficiency.

Assessment is based on analysis of both quantitative and qualitative data by each sector leader in conjunction with the 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 Research and Planning website. The District has allocated necessary resources to lead to improvement of institutional effectiveness to support the above described systems. 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 District 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.

The ongoing dialogue and implementation of the institutional assessment process has been fully implemented and is evident in the following articles:

Evidence

Budget Development Meeting Minutes
Decision Support System
Educational Master Plan
Institutional Goals 2009-2010
Instructional Services Goals 2007-2008
Program Review Model
Shared Governance Revised document draft
Student Learning Outcomes Reports
Institutional Planning Model Presentation
Student Services Goals 2009-2010

<u>Recommendation #6</u>
The Team recommends that the Office of Human Resources initiate a careful review of the institution's use of human resources and of its programs and services, including conducting needs assessments and evaluations of program and services it offers. Similarly, professional development activities need to be connected to identified faculty and staff needs and their effectiveness assessed. Planning for all aspects of human resources needs to be integrated with other institutional planning.

(Standard III.A.1.c, III.A.2, III.A.4.a, III.A.5.b, and III.A.6)

The <u>Human Resources Department Administrative Unit Program Review</u> was completed in spring 2009 after a thorough year-long review of its programs and services that began in spring 2008. The year-long review included a <u>department retreat</u> which focused on developing the <u>department's mission and goals</u> for the next three years.

The Human Resources program review will be used to systematically assess its efficacy and efficiency using annually established goals and objectives, tied to administrative unit outcomes and other appropriate measures defined in the program review, in order to improve the effectiveness of Human Resources at the various Mt. San Jacinto College campuses and sites.

Human Resources <u>Administrative Program Review</u> was completed in spring 2009. Beginning in fall 2009 the assessment phase will commence followed by the establishment of identified improvement criteria. The department is currently working with the Associate Dean of Research and Planning to finalize the development of an instrument to utilize for the evaluations. This regular assessment will ensure the continuous quality improvement of the services provided by the Human Resources Department.

Human Resources Planning Integrated with Institutional Planning
The <u>2009-2010 MSJC Institutional Goals</u> adopted in fall 2008 included the goals established by the Human Resources Department. The Human Resources goals were reviewed by the Executive Cabinet leadership during its planning retreat in fall 2008 and were subsequently integrated into the District goals presented to the Board of Trustees in October 2008. The Human Resources Department will assess its effectiveness and progress to ensure successful completion as outlined in the institutional goals and Human Resources Program Review.

Human Resources is integrated into the planning process to ensure that Mt. San Jacinto College adequately and effectively plans for future staffing requirements as well as supports existing employees' professional development needs in order to effectively meet the demands of the College's programs and services. A comprehensive institutional planning model, as outlined in the response to Recommendation #2, has been developed and implemented. The institutional and departmental goals were developed through the institutional planning model that revolves around the Institutional Planning Committee and emphasizes a continuous "Plan, Do, and

Review" cycle. All areas of Mt. San Jacinto College are now integrated through this planning and resource allocation process, including the Human Resources Department.

The institutional, departmental and program planning at Mt. San Jacinto College shapes Human Resources planning. Human Resources planning efforts are integrated in the College's planning process at the institutional, departmental and program level through individual program reviews completed by each area. Nearly all areas within the district have completed a program or unit review. The program/unit review clearly identifies staffing and professional development needs necessary for the success and improvement of each program/service/course/department goal. The program reviews are linked to the overall institutional goals and Educational Master Plan and will lead to a long term district-wide staffing plan, as identified in Board Goals 2009-2010.

Professional Development
One of the District's goals for 2009-2010 is to strengthen organizational development with a focus on growth management, transparency, communication, staff development, and institutional diversity. The District provides numerous staff development opportunities to each of the employee groups (faculty, classified, and administration).

In the past the District received staff development funds from the California Community Colleges Chancellor's Office (CCCCO). The Human Resources Department coordinated the disbursement and use of these funds. These funds were distributed to administrators, faculty, and classified employees to pursue professional development opportunities. The funds were generally distributed in amounts of $600 per activity to ensure an equitable distribution of funds and were provided on a first-come, first-served basis. In addition to the funds received from the CCCCO for staff development, the District also provides general funds for staff development. Individual departments are responsible for budgeting, allocating, and distributing staff development funds for department employees. In fiscal year 2008-2009, travel to professional development activities was limited due to the state budget crisis. In addition, it is anticipated that funds for professional development opportunities will also be limited in the 2009-2010 year as a result of state budget cuts.

Through the faculty Flex program, faculty are required to fulfill 24-hours of professional development each academic year. The Flex Committee schedules training and professional development activities throughout the academic year. Although members of the associate faculty are not required to participate in Flex activities, they are strongly encouraged to participate in these opportunities. Flex guidelines for both full- and part-time faculty have been developed and published on the district's Intranet and website.

Faculty have the opportunity to participate in two professional development academies held twice a year; the @MSJC Technology Academy and the @ MSJC Teaching and Learning Academy. The genesis of both academies occurred during the self-evaluation process that Mt. San Jacinto College performed as part of its Basic Skills Initiative in July 2007. The college-wide

groups that focus on staff development and instructional practices worked independently and recommended that Mt. San Jacinto College should provide on-going, regular and specific training for faculty on issues related to basic skills. Funding was earmarked from the Basic Skills Initiative, the Title V grant, Title V CCRAA STEM grant and Flex in order to support faculty training and development on teaching and learning topics. The @MSJC Technology Academy assists faculty in achieving the seamless integration of technology into the curriculum, emphasizing quality teaching strategies that encourage student-centered learning.

Surveys are utilized to evaluate the effectiveness of both academies. Participants are provided surveys for each breakout session they attend and for the overall programs. The surveys are used in an effort to gauge the overall effectiveness of the program and also to collect suggestions for future offerings and improvements for future sessions.

The classified professional staff also have the opportunity to participate in a professional development training program. The Classified Senate plans an annual classified professional development day, usually held during the week of spring break. The academic calendar is developed with consideration of this day. The Classified Senate also utilizes a post-survey to evaluate the effectiveness of the annual professional development day. The surveys are used to not only gauge the effectiveness of the training sessions, but to also help gather information related to the professional development and training needs of the classified staff and make improvements for future sessions and break-outs.

The District is a member of a legal consortium and as such is privy to monthly management workshops and conferences on issues related to the community college environment. These workshops are available for the administrative staff. Administrators also attend quarterly management leadership meetings that provide information about district programs and include a professional development component. The administrative staff is encouraged to participate in statewide organizations, such as the Association of California Community College Administrators (ACCCA).

The Staff Development Program at Mt. San Jacinto College continues to be a priority. The District continues to review, assess, and enhance its staff development program and opportunities.

Evidence

@MSJC Technology Academy Survey
2009-2010 MSJC Institutional Goals
Budget Development Calendar 2008 and 2009
Classified Professional Development Day Evaluation 2008
Classified Professional Development Day Evaluation 2009
HR Department Retreat – Mission Statement and Goals
HR Department Retreat Agenda

HR Evaluation and Assessment Timeline
Human Resources Department Administrative Unit Program Review
List of Completed MSJC Program and/or Unit Reviews
MSJC Institutional Planning Calendar
MSJC Institutional Planning Model
MSJC Teaching and Learning Academy Survey

Recommendation #7

The Team recommends that the Board implement its established policy on self-evaluation. (Standard IV-B.1.e, g)

The Mt. San Jacinto College Board of Trustees adopted a policy for board self-evaluation, which is meant to result in an effective review of board performance. This policy demonstrates the Board of Trustees commitment to assessing its performance, identifying strengths and areas in which the Board of Trustees may improve its functioning through an annual self-evaluation.

In collaboration with the Superintendent/President, the MSJC Board of Trustees developed a comprehensive process for annual self-evaluation. In June 2009 the MSJC Board of Trustees completed and implemented its self-evaluation process in accordance with MSJC Board Policy 2745.

An evaluation tool (self-evaluation questionnaire) was developed and distributed to the MSJC Board of Trustees in fall 2008 and completed in January 2009 by all five MSJC Board of Trustees members. The self-evaluation questionnaire was self-administered and consisted of a total of 45 questions within 11 different categories. The self-evaluation questionnaire had a five-point scale rating system.

The results of the Board of Trustees self-evaluation questionnaire were compiled and analyzed by the Associate Dean of Research and Planning. During a June 2009 Board of Trustee Special Work Session, the self-evaluation questionnaire results were presented with strengths and areas for improvement, and areas needing further attention discussed. As a result, the MSJC Board of Trustees developed tentative 2009-2010 board goals during the open discussion. Areas identified as needing further improvement or attention were incorporated into the tentative goals for the following academic year. The 2009-2010 Board of Trustees goals will be refined and finalized during a fall 2009 Board of Trustees meeting. In addition, a timeline for annual self-evaluation will be developed to coincide with the institutional planning and budget allocation processes.

The MSJC Board of Trustees will continue to assess its performance as a governing body, based upon its annually established goals, in order to identify strengths and areas in which it may improve its functionality and effectiveness. This self-evaluation process ensures that the Board of Trustees remains focused on the global issues affecting the District.

Evidence

Board Policy 2745
MSJC Board of Trustee Self-Evaluation Questionnaire
MSJC Board of Trustee Self-Evaluation Results 6/2009
MSJC Board of Trustee Work Session Agenda 6/11/09
MSJC Board of Trustee Work Session Minutes 6/11/09