

Self Evaluation Report

Mt. San Jacinto Community College District

1499 N. State Street

San Jacinto, California 92583

Institutional Self Evaluation Report is in support of an application for Reaffirmation of Accreditation

October 2011

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Certification of the Institutional Self Study Report

Date August 11, 2011

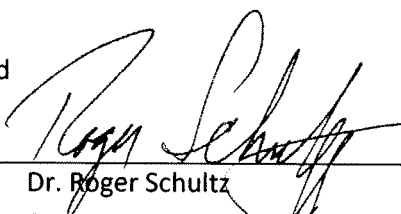
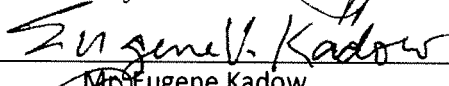
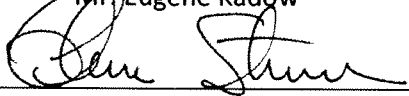
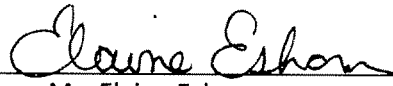
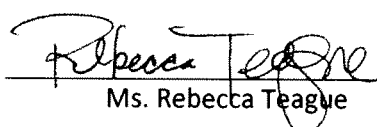
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's Accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

 Dr. Roger Schultz	Chief Executive Officer
 Mr. Eugene Kadow	Chairperson, Governing Board
 Mr. Glenn Stevenson	Executive Senate President
 Ms. Elaine Eshom	President, Classified Senate
 Ms. Rebecca Teague	Associate Dean, Institutional Planning, Effectiveness, and Grants/Accreditation Liaison Officer

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History of the Institution

In 1962, by a vote of residents in Banning, Beaumont, Hemet, and San Jacinto, the Mt. San Jacinto Community College District was formed. The district's first classes were held in rented facilities in Banning and Beaumont during the fall of 1963. In 1965, donated land in the city of San Jacinto provided space for a permanent San Jacinto Campus with two buildings so that classes could be offered to residents.

Just over a decade after the founding of the district, another election effectively doubled the size of the Mt. San Jacinto Community College District service area to its present 1,700 square miles of southwest Riverside County. Citizens of Lake Elsinore, Perris, Temecula, and the surrounding areas voted in 1975 to join the district, which added a large area and a diverse, widespread population.

Mt. San Jacinto College is a single-college district that is governed by a five-member Board of Trustees, with each Trustee representing an area within the district.

Although the boundaries have remained stable since 1975, the district has changed dramatically, especially since the 1980s. In recent years, unprecedented population growth in the district has made Mt. San Jacinto College one of the fastest-growing community colleges in California. Today, almost a half a century later, the district has established three campuses, an off-site educational complex, and plans to open service centers along Interstate 15 corridor.

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. By the end of its first year, there were 2,100 students attending classes at the Menifee Valley Campus. Today the campus serves approximately 11,000 students per semester.

With the rapid growth in enrollments being experienced at both campuses, the district has engaged in extensive planning and development to ensure state-of-the-art learning environments for Mt. San Jacinto College students.

In the fall of 1993, the Alice P. Cutting Business & Technology Center on the San Jacinto Campus opened with new laboratories for Business, Computer Information Systems, Engineering Technologies, Electronics, and Photography.

In the fall of 1995, a state-of-the-art music building opened on the San Jacinto Campus. The 1995-1996 year saw a vast increase in classroom space on the Menifee Valley Campus with the opening of the Allied Health and Fine Arts buildings.

The construction of two new childcare centers in 2002 paved the way for a major expansion of the Child Development and Education Centers at Mt. San Jacinto College. A new learning resource center on the Menifee Valley Campus opened during the spring of 2006.

Mt. San Jacinto College experienced rapid expansion in 2008. The Business & Technology Center opened on the Menifee Valley Campus, providing state-of-the-art instruction in Geographic Information Systems, Multimedia, Photography, and more.

Groundbreaking for a new classroom building on the Menifee Valley Campus began in May 2011. The new Social Sciences and Humanities building will be two-stories and more than 33,800 gross square feet comprised of classrooms, laboratories, library areas, offices, and meeting and assembly rooms.

The college also opened the Temecula Education Complex in 2007, giving residents of the Temecula and Murrieta areas one location to register, receive counseling and placement testing, and also attend classes. During the same year, the college opened its San Gorgonio Pass Service Center to provide counseling, registration, and other services to residents of the Banning and Beaumont areas. The college also expanded its course offerings in the San Gorgonio Pass area.

By November 2010, counseling and enrollment services offered at the former San Gorgonio Pass Service Center were moved to the new San Gorgonio Pass Campus located south of Interstate 10. In January 2011, students began attending classes at the new site. The campus is built on two of the 50 acres the college owns.

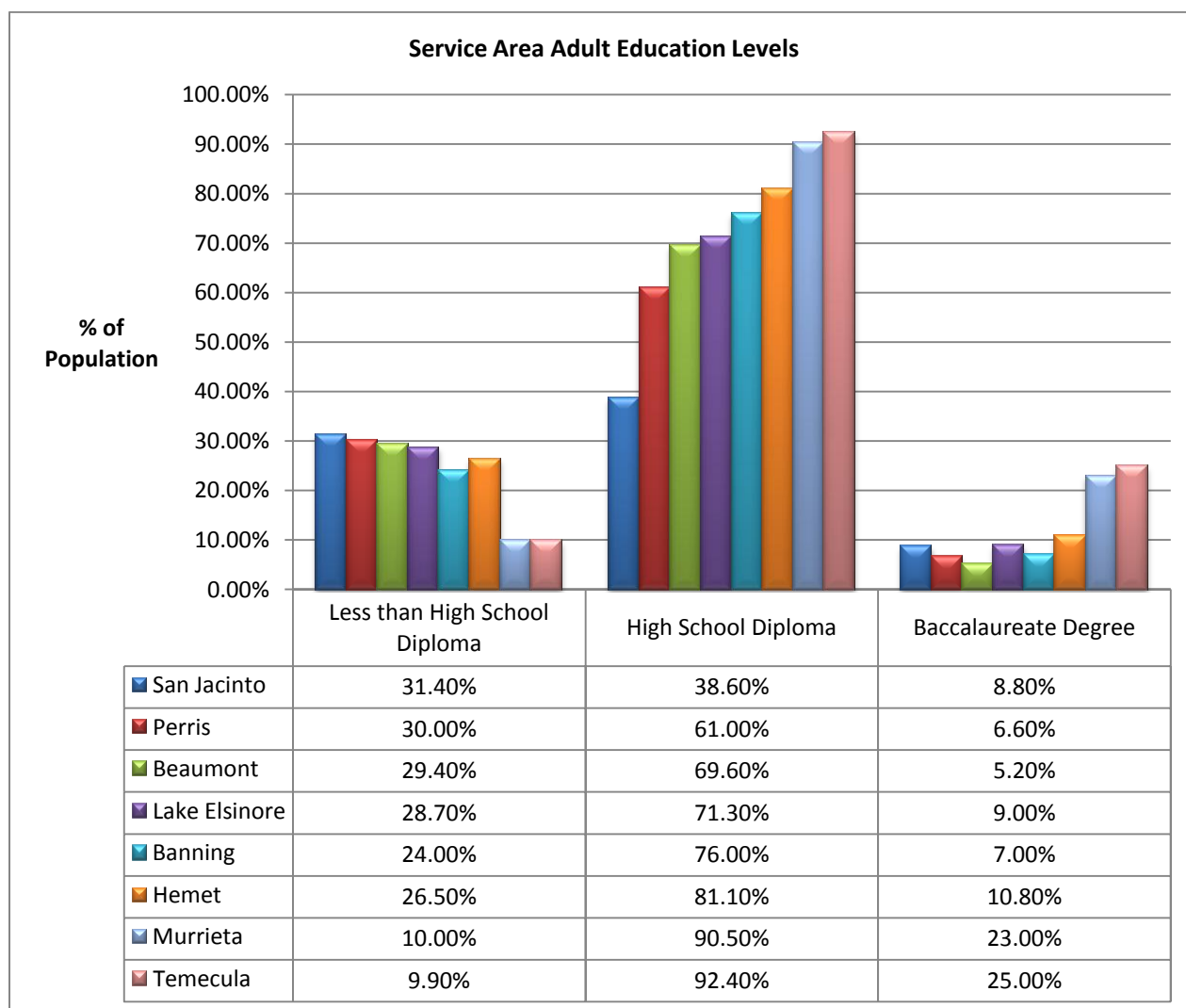
The college's Educational Master Plan projects that the Menifee Valley Campus will serve between 15,000 and 20,000 students and up to 15,000 students on the San Jacinto Campus. To meet the educational demands of the area, classrooms are being added or renovated on both campuses. The Educational Master Plan also includes serving about 3,600 students in the San Gorgonio Pass area and nearly 4,000 students in the Interstate-15 corridor over the next several years.

Because Mt. San Jacinto College is a single-college, multi-campus district, the institution's faculty and staff from all four learning sites regularly collaborate to provide the highest quality curricula and student services possible. The Mt. San Jacinto College Board of Trustees, the Superintendent/President, faculty and staff all are committed to providing excellent transfer and occupational education programs and services in a supportive teaching and learning environment.

Demographics and Student Achievement Data

The following information provides detailed demographics for the college. More information can be attained at the Mt. San Jacinto College Institutional Research website. Mt. San Jacinto College serves a 1,700 square mile region of southwestern Riverside County in Southern California, approximately 60 miles southeast of Los Angeles. Mt. San Jacinto College is a single college, multi-campus district with campuses located in San Jacinto, Menifee, Temecula, and Banning. The college serves a total of 25 communities in all, both rural and urban.

Service Area Demographics



Eighty-three percent of all area residents aged 25 and above do not have a bachelor's degree or higher. Approximately one out of four adults in the college's service area has not finished high school (US Census 2000; American Community Survey 2007). Those students that graduate from local area high schools are often the first in their family to achieve that distinction; 54 percent of students at Mt. San Jacinto College are first-generation college students.

Mt. San Jacinto College Service Area Population Ethnicity

Mt. San Jacinto Community College District is located in Riverside County and primarily serves eight cities: Temecula, Murrieta, Lake Elsinore, Perris, Hemet, San Jacinto, Beaumont, and Banning. Caucasians continue to be in the majority, but the Hispanic population continues to grow. The ethnic demographics reveal that 54 percent of the population is Caucasian and 30 percent is Hispanic, with considerably lower percentages for all other ethnicities. The population of the Mt. San Jacinto College service area is relatively young, with 69 percent below the age of 39. The gender distribution in the service area is 48 percent male and 52 percent female.

Race/Ethnicity	MSJC Service Area (8 Cities in Riverside County)	
	2009 Population	% of Population
Caucasian	306,800	54.89%
Hispanic	172,217	30.81%
Black or African American	24,908	4.46%
American Indian and Alaska Native	6,101	1.09%
Asian	26,185	4.68%
Native Hawaiian & Other Pacific Islander	1,609	0.29%
Two or more races:	21,158	3.79%
Total	537,820	

Age	MSJC Service Area (8 Cities in Riverside County)	
	2009 Population	% of Population
Under 5 years	23,693	10%
5 to 9 years	21,917	9%
10 to 14 years	23,317	10%
15 to 19 years	20,223	9%
20 to 24 years	15,521	7%
25 to 29 years	18,889	8%
30 to 34 years	17,488	8%
35 to 39 years	17,524	8%
40 to 44 years	16,491	7%
45 to 49 years	15,457	7%
50 to 54 years	12,133	5%
55 to 59 years	11,522	5%
60 to 64 years	9,879	4%
65 to 69 years	9,238	4%
70 to 74 years	8,373	4%
75 to 79 years	7,444	3%
80 to 84 years	5,625	2%
85 years and over	5,295	2%
Total Population	231,779	

Gender, MSJC Service Area (8 Cities)	2009 Population	% of Population
Male	216,764	48%
Female	231,092	52%
Total	447,856	

Source: U.S. Census Bureau | Methodology and Standards Council | Last Revised: July 08, 2010

Feeder High School College Going Rates

According to the California Postsecondary Education Commission, students from the college's service area have critically low college-going rates. Mt. San Jacinto College's service area college-going rate of 41.3 percent is significantly below the California state average of 47.1 percent, and above Riverside County's average (38.3 percent). Seven out of eight of the high school districts within Mt. San Jacinto College's service area are all below the state average college-going rates, ranging from 44 percent to 23 percent, with the remaining high school district above the state rate. The table below shows the percent of feeder high school graduates who enroll at any Mt. San Jacinto College location the fall following high school graduation. The district monitors these rates on a regular basis to ensure the appropriate outreach is being provided to all feeder high schools. Proximity to the college and transportation are barriers that impact participation rates.

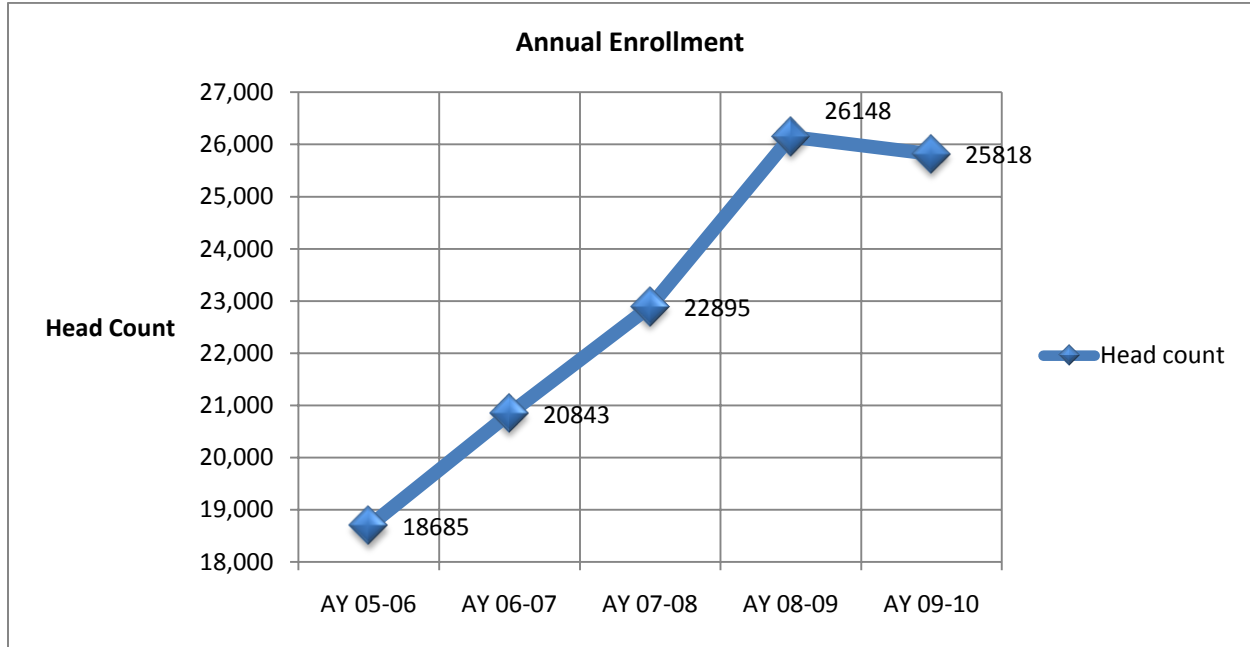
High Schools	2005	2006	2007	2008	2009
Perris Union High	22.4%	25.3%	37.8%	47.5%	44.6%
Hemet Unified	24.2%	16.9%	35.1%	40.7%	36.2%
Temecula Valley Unified	34.4%	45.5%	55.6%	50.5%	51.9%
San Jacinto Unified	13.8%	12.8%	27.5%	28.3%	23.4%
Elsinore Unified	27.5%	28.5%	40.2%	42.5%	38.3%
Murrieta Valley Unified	36.4%	33.5%	45.3%	46.1%	40.7%
Banning Unified	33.5%	34.7%	27.8%	36.8%	37.1%
Beaumont Unified	30.5%	37.5%	25.1%	34.1%	31.1%
Total	28.6%	30.2%	41.4%	44.1%	41.3%
Riverside County	30.0%	38.0%	39.0%	44.0%	38.3%

Count of Service Area Graduates who enroll at MSJC in the following fall	2005	2006	2007	2008	2009
Perris	39	25	215	326	303
Hemet	125	37	269	352	285
Temecula	77	36	195	240	241
San Jacinto	10	10	71	83	66
Lake Elsinore	78	25	210	258	192
Murrieta	113	85	234	234	164
Banning	7	1	15	20	33
Beaumont	7	5	21	33	24
Total	456	224	1230	1546	1308
Service Area College Going % attending MSJC	23.3%	10.2%	36.5%	40.0%	34.2%

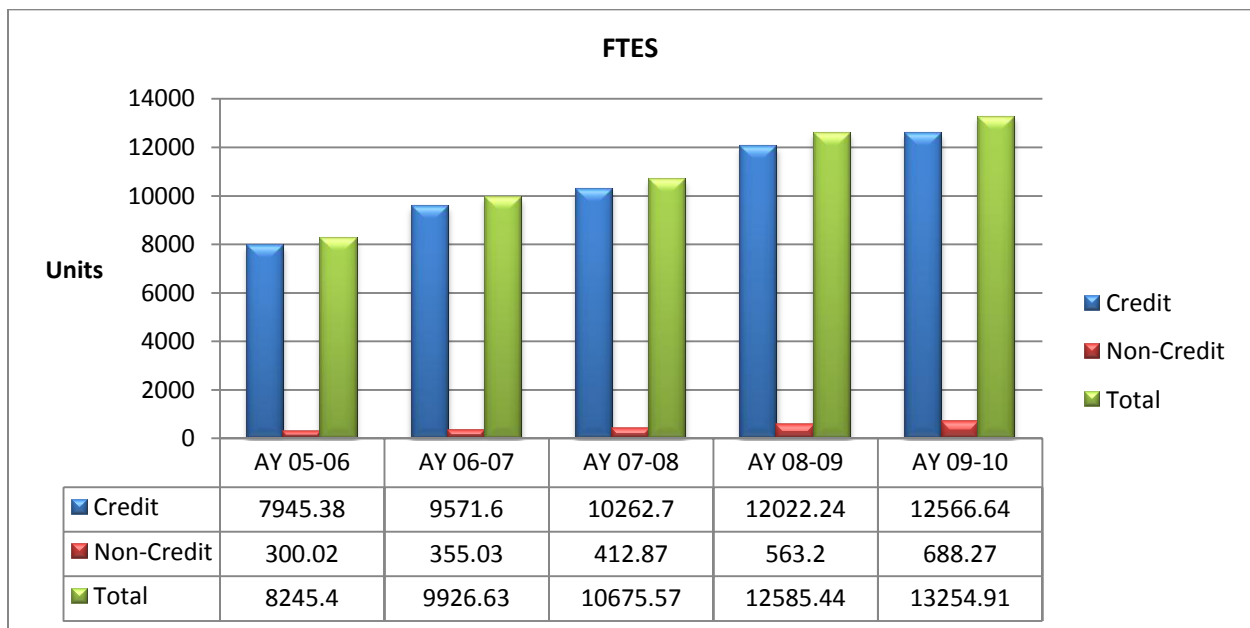
Source: California Postsecondary Education Commission - MSJC R&PD 07.13.2011

Annual Growth

The enrollment of students at Mt. San Jacinto College has shown dramatic increases over the last four academic years. The decrease in enrollment in academic year 2009-2010 was due to a planned reduction of sections as a result of reduced state funding. The institution implemented several Enrollment Management strategies to manage down enrollments while maintaining higher efficiencies as illustrated by the FTES chart below. The growth in student population at Mt. San Jacinto College is expected to continue on its upward trend as funding is restored.



Between 2005 and 2010, Mt. San Jacinto College increased its full-time equivalent students (FTES).



Student Enrollment by Learning Site

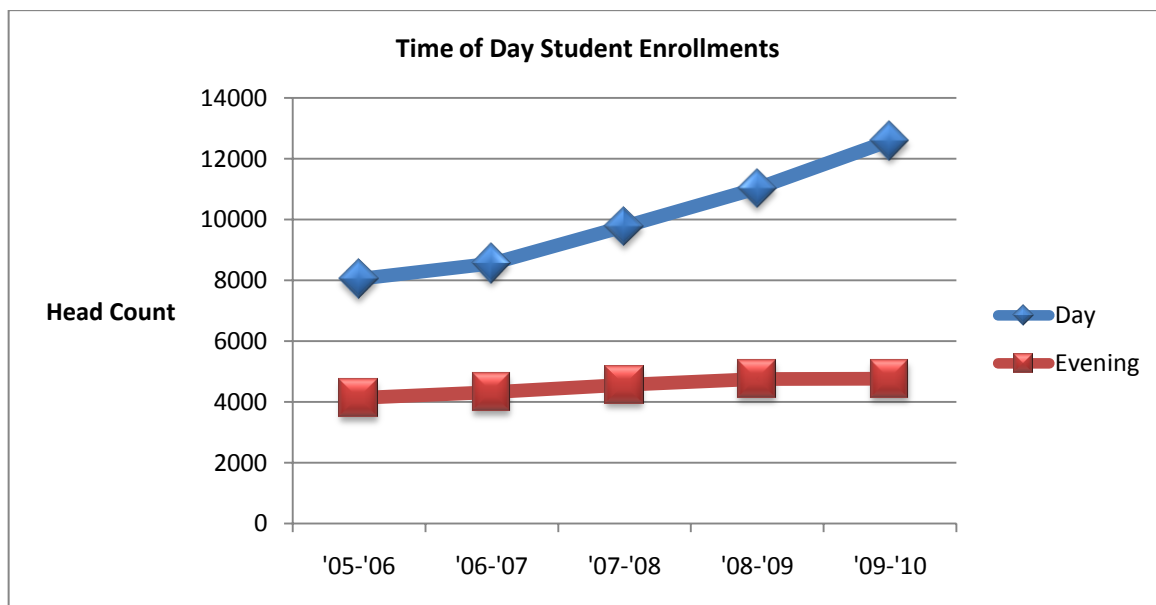
Mt. San Jacinto College students have the option of registering for courses at four different locations. The Menifee Valley Campus has the largest proportion of student enrollments with approximately 55 percent of FTES, followed by the San Jacinto Campus (35 percent FTES), Temecula Education Complex (7 percent FTES) and the San Gorgonio Pass Campus (3 percent). All four locations have seen dramatic growth over the last four academic years.

Mt. San Jacinto College Unduplicated Enrollment by Service Area								
Service Area	FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10
San Jacinto	5,439	5,861	7,087	6,392	7,167	7,724	8,130	8,201
Menifee	8,132	8,841	9,259	9,713	10,729	11,049	11,695	11,378
I-15 Corridor	1,242	1,090	1,498	1,428	2,030	2,654	2,671	2,760
The Pass	68	60	147	132	211	195	291	381
District	12,640	13,109	14,406	14,328	16,091	16,977	17,680	17,351

Source: MSJC - DataTel & CCCCO -Data Mart /MSJC R&P Dept.

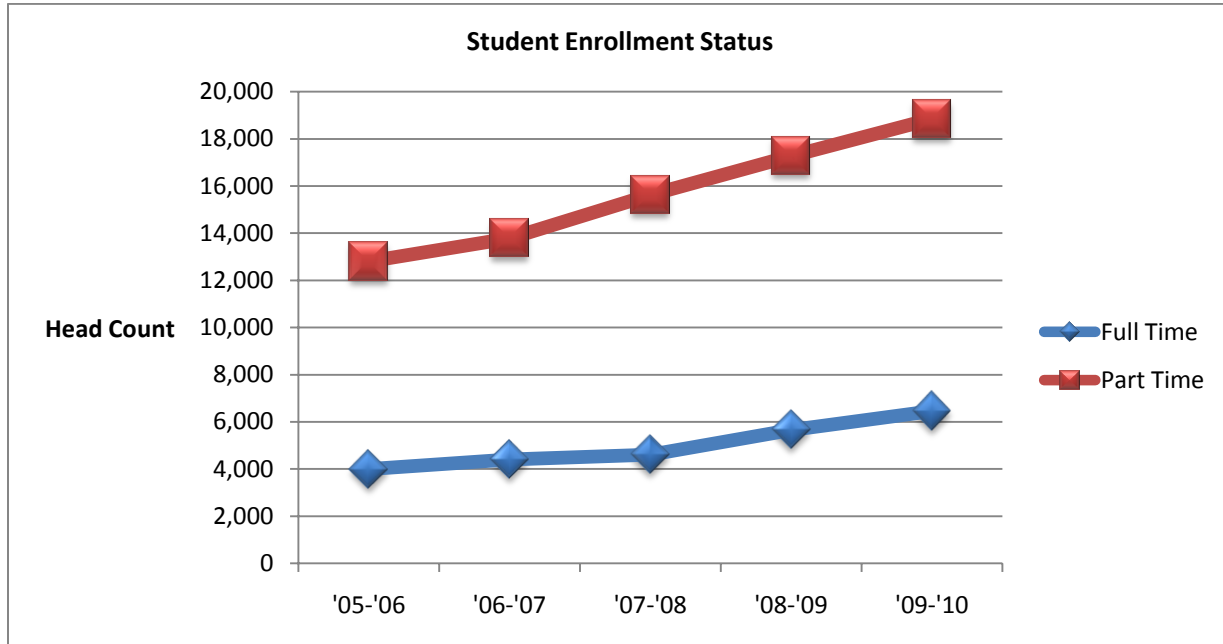
Time of Day Enrollments

Over the past five academic years there has been a general increase in the number of enrollments during the day. This is primarily a result of the decline in sections that force students to take available courses regardless of time of day.



Full Time and Part Time Student Enrollment

For the past five years, an overwhelming majority (74 percent) of Mt. San Jacinto College’s credit students enroll on a part-time basis.

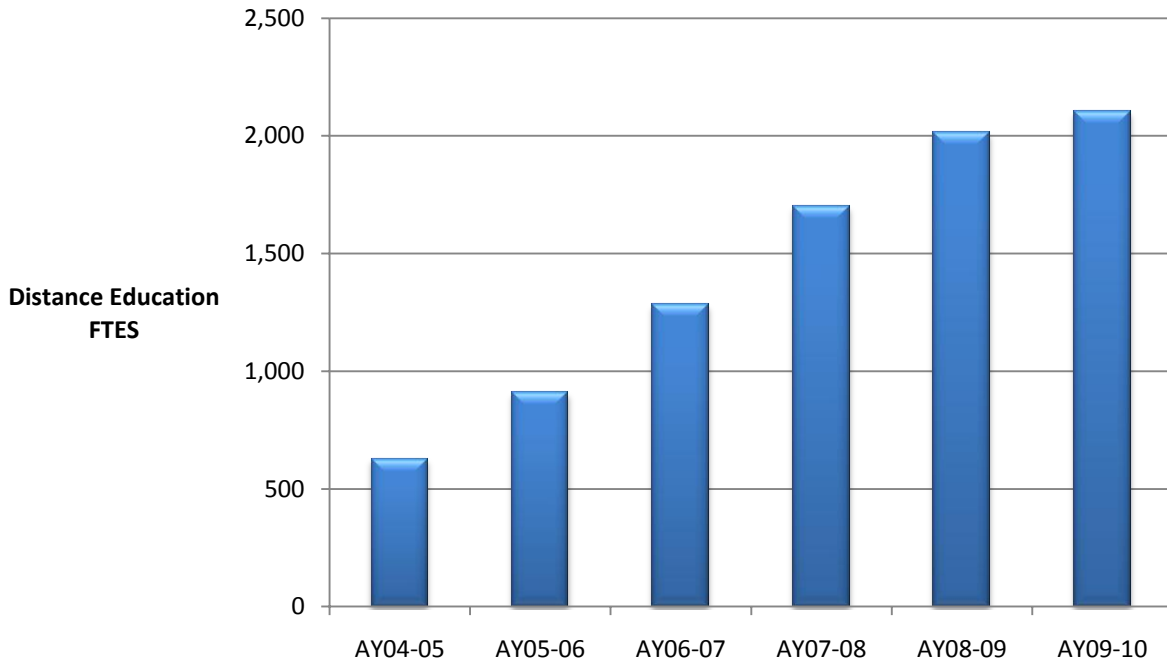


Distance Education Student Enrollment

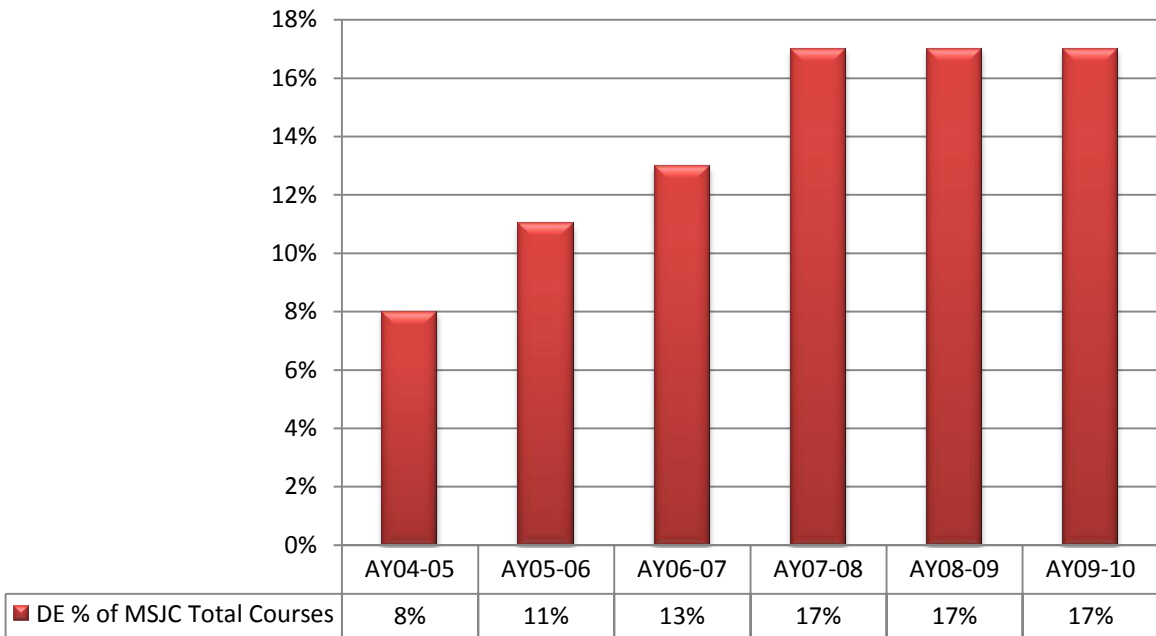
Mt. San Jacinto College has been unable to increase facility space to meet the burgeoning student need for courses. Over the last four years the college service area residents have rejected a general obligation bond measure and a School Facilities Improvement District bond and as a result Distance Education became a viable option for providing additional access for students. As a means to increase access to education, Mt. San Jacinto College has offered Distance Education courses for more than 10 years. In addition, the institution has built and maintained comprehensive instructional and student support services available for Distance Education students.

The Mt. San Jacinto College Distance Education (DE) program hosts over 350 sections of classes via the Blackboard server. The program has a 92 percent fill rate and continues to grow exponentially. In 2000 there were two online courses, and as of spring 2011 there were 350 sections of over 90 distinct courses. Mt. San Jacinto College has offered over 400 sections in past semesters, but due to the economic situation, course sections have been adjusted down and online courses were part of that attrition. In spring 2011, Mt. San Jacinto College offered 129 distinct online courses with 283 fully online sections and 73 hybrid (blended) sections. Distance Education is a large responsibility of the institution garnering 17 percent of the college’s FTE for the past three years.

MSJC Distance Education FTES Trend

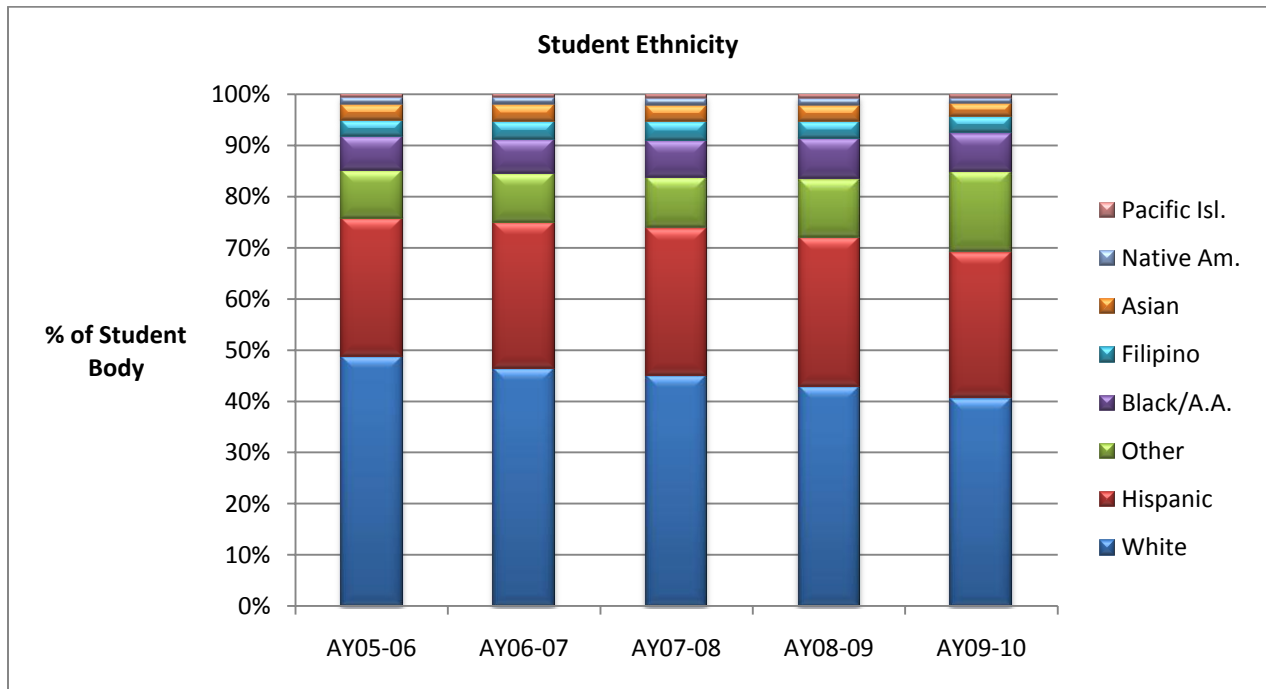


Percentage of Distance Education Courses Offered at Mt. San Jacinto College in Relation to All Other Course Offerings



Student Demographics

The ethnic diversity of the students at Mt. San Jacinto College is outlined by the following Student Ethnicity chart that indicates Caucasians and Hispanics are the largest ethnic groups. Mt. San Jacinto College achieved Hispanic-Serving Institution status in 2001 and since that time the student body has become increasingly more diverse. During the past decade, Mt. San Jacinto College’s Hispanic student population increased by 170 percent and 50 percent in the past three years.

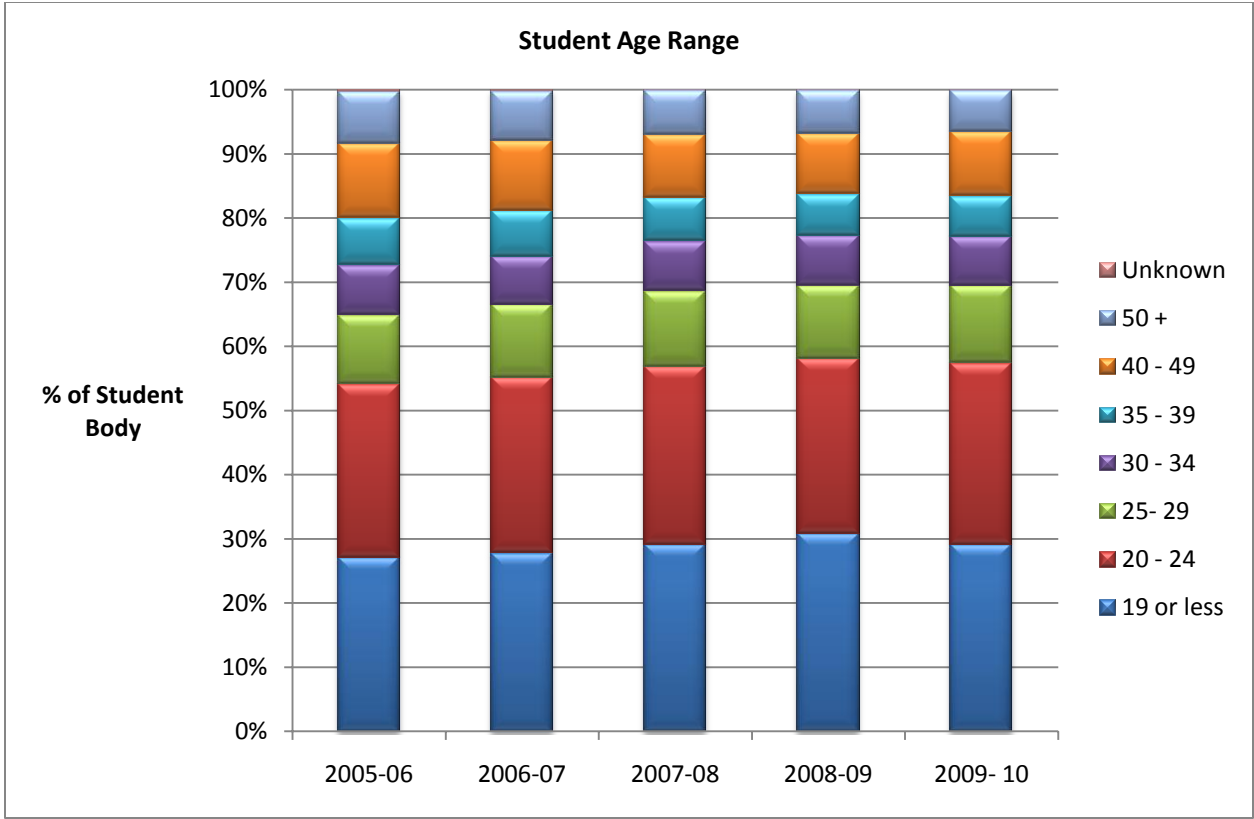


There tends to be slightly more females than males, and over the years. Females account for nearly 58 percent of the student population, with males comprising 40 percent.

Mt. San Jacinto College Student Gender	AY 05-06	AY 06-07	AY 07-08	AY 08-09	AY 09-10
Female	62.2%	61.9%	60.8%	59.4%	58.3%
Male	36.9%	37.1%	37.9%	38.7%	40.4%
Unknown	0.9%	1.0%	1.3%	1.9%	1.3%

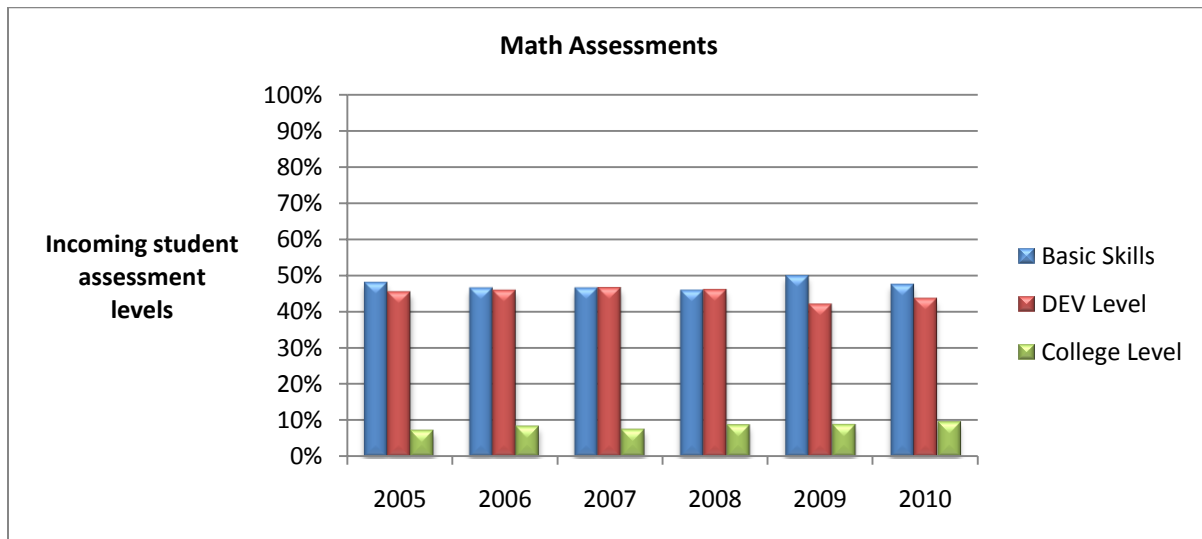
Source: California Community College Chancellor’s Office Data Mart

Based on the Student Age Range chart above, Mt. San Jacinto College students are getting younger. Approximately 57 percent of the Mt. San Jacinto College student body is trending below the age of 24, with nearly 30 percent below the age of 20.

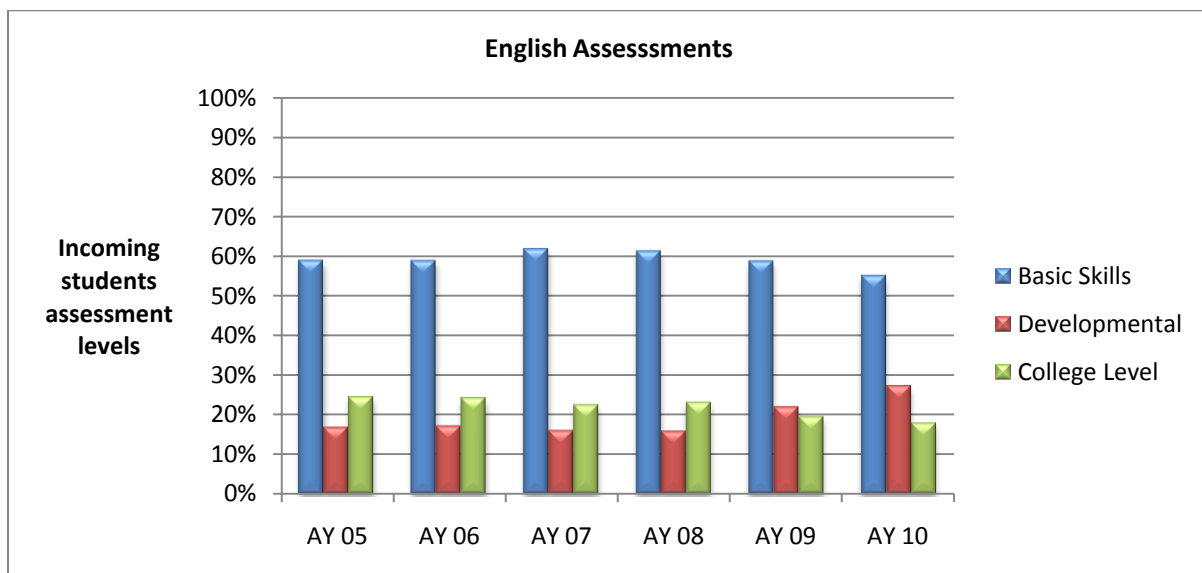


Assessments

Eight to ten thousand new students are assessed each year at Mt. San Jacinto College. On average over a two academic year period (fall 2007-spring 2009), over 90 percent of all first time students that assessed at Mt. San Jacinto College, assessed into a developmental level course. ‘Below college level’ courses represent all course section numbers below 100. The percentage of students assessing into Developmental Education English, Mathematics, and Reading courses is correspondingly high, with approximately nine out of ten students (92 percent) assessing ‘below college level’ Math. Half of all students (50 percent) are assessing three to four levels ‘below college level’ Math.



Approximately 88 percent of students assess into ‘below college level’ English. Over half (56 percent) of students assess into at least two or three levels ‘below college level’ English.



Student Enrollment by Subject/Academic Discipline

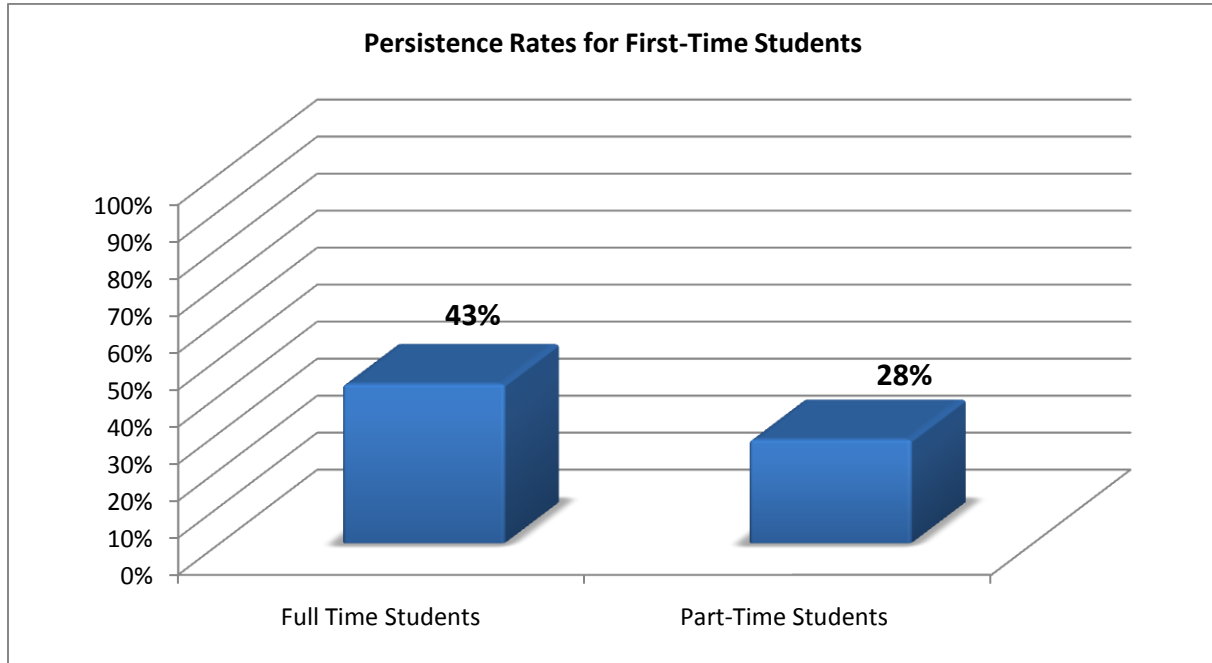
Annual Mt. San Jacinto College Enrollment by Subject (Duplicated)				
Subject	AY 07-08	AY 08-09	AY 09-10	AY 10-11
Accounting	1,167	1,373	1,661	1,571
Alcohol/Drug Studies	230	322	418	362
Allied Health	829	901	824	731
Administration of Justice	865	1,250	1,279	1,240
Anatomy & Physiology	1,650	1,567	1,450	1,204
Anthropology	1,594	2,011	2,344	2,117
Art	3,536	3,908	4,234	3,705
American Sign Language	797	1,111	1,012	893
Astronomy	201	239	247	262
Audio Technology	840	1,052	1,189	1,063
Automotive/Transportation	346	610	782	455
Business Administration	1,135	1,631	2,047	2,007
Biology	2,518	2,912	2,860	2,247
Computer Applications	1,330	1,768	2,368	1,696
Childhood Development & Education	2,613	3,216	3,618	2,635
Chemistry	771	767	891	819
Communication	3,099	3,726	3,886	3,393
Corrections	59	88	79	63
Computer Science / Information Systems	2,006	2,651	3,392	2,700
Dance	1,147	1,594	1,615	1,308
Diagnostic Medical Sonography	73	151	159	157
Economics	1,140	1,351	1,565	940
Education/Teacher Preparation	69	86	52	34
English	9,337	10,514	10,460	9,045
Engineering	514	111	126	118
Environment Science	947	1,466	1,447	1,029
Earth Science	53	58	208	287
English as a Second Language	na	127	294	276
Finance	na	na	na	100
Fire Technology	450	511	611	459
French	200	251	307	364
Geography	1,000	904	1,042	1,011
Geology	162	252	292	264
Gerontology	na	na	na	41
Guidance	973	1,328	1,494	840
Honors Enrichment Program	32	40	54	85
History	7,005	7,219	8,013	6,420
Horticulture	75	107	172	189

Annual Mt. San Jacinto College Enrollment by Subject (Duplicated)				
Subject	AY 07-08	AY 08-09	AY 09-10	AY 10-11
Health Science	1,610	1,631	1,853	1,465
Humanities	181	193	184	215
Italian	na	141	na	Na
Legal Assistant	172	87	287	236
Library Science	59	111	113	80
Learning Skills	326	360	360	289
Mathematics	10,587	11,539	12,129	9,836
Management/Supervision	316	435	681	661
Multimedia	1,407	1,716	1,950	1,857
Music	2,694	3,211	3,311	3,113
Networking	63	111	77	140
Nursing	1,946	1,998	2,191	1,686
Nutrition	1,419	1,498	1,532	1,125
Occupational Internship	36	39	na	Na
Office Technology	405	594	772	554
Physical Education	2,822	3,417	3,661	2,562
Philosophy	1,759	2,039	1,761	1,437
Photography	284	457	285	356
Physics	311	354	360	436
Portuguese	na	na	66	40
Political Science	3,414	3,188	3,559	2,806
Psychology	4,774	5,319	5,894	4,897
Real Estate	553	602	805	650
Reading	775	940	812	410
Sustainable Energy Management	na	na	na	39
Student Government Association	na	5	na	21
Sociology	2,422	2,657	2,651	3,112
Spanish	1,419	1,980	2,033	1,704
Teaching Assistant	76	444	112	325
Theater Arts	730	779	1,315	710
Viticulture and Enology	na	232	67	169
Water Technology	553	679	823	626
Credit Courses only Source: MSJC Decision Support Systems (DSS), Enrollment Census Data				

Student Achievement Data

Persistence Rates for First-Time Students (Fall 2008-Fall 2009)

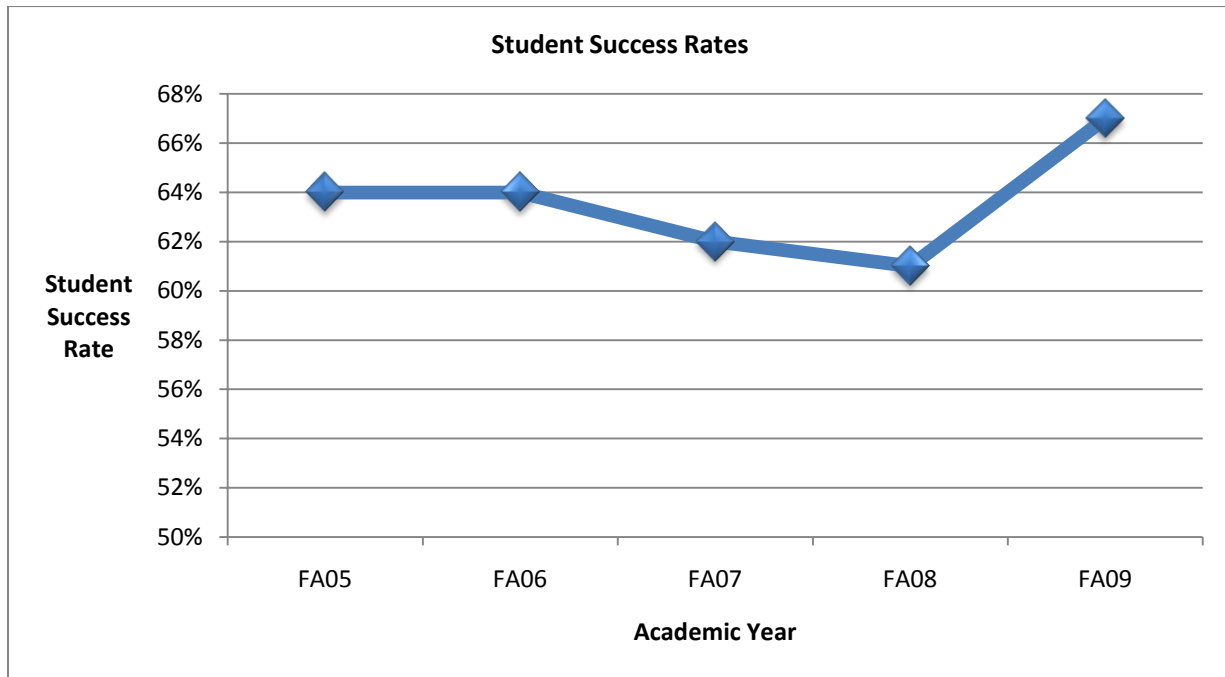
The persistence rates of students enrolling in the fall semester and returning during the next fall semester indicate that full-time students have a higher rate of persistence than part-time students. Approximately 43 percent of first-time students enrolled in fall 2008 persist and enrolled in the subsequent fall 2009 semester. For part-time first-time students the percentage is considerably lower with only 28 percent persisting from fall 2008 to fall 2009.



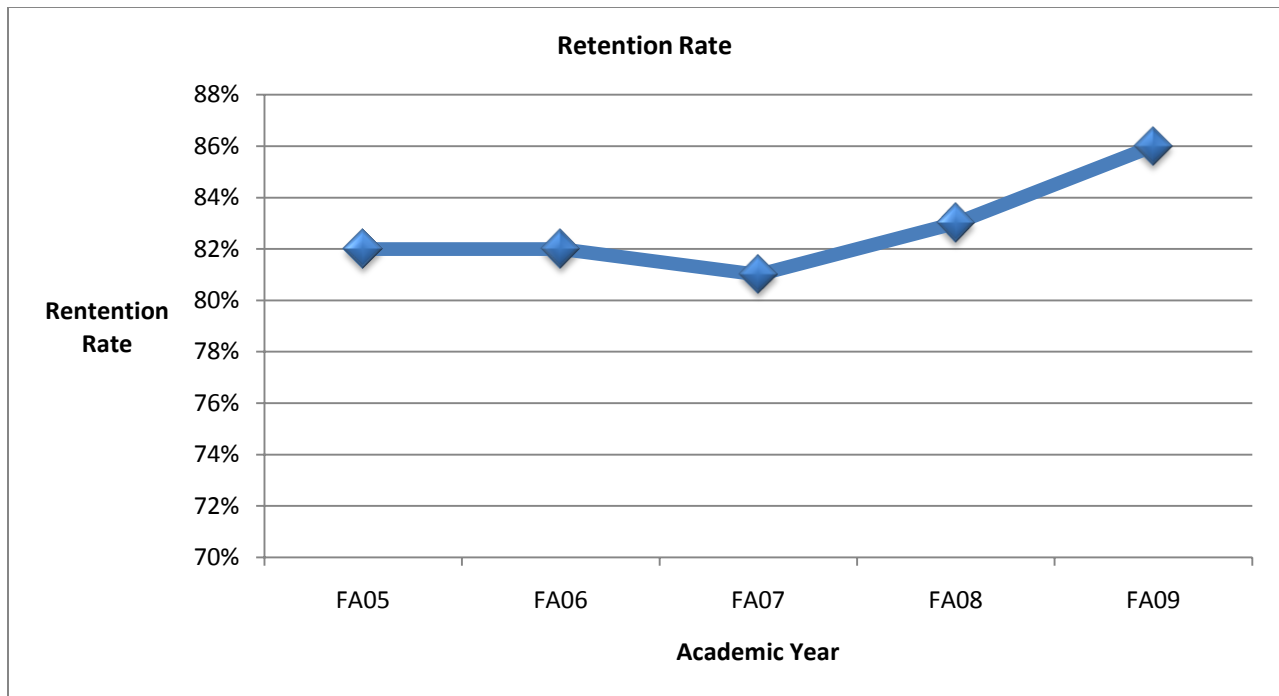
Source: National Statistics for Education Statistics 2011

Student Success and Retention Rates

Mt. San Jacinto College students' course retention and success rates indicate a steady, slightly upward overall progression. With a retention rate of about 83 percent and a success rate of 66 percent, Mt. San Jacinto College students are achieving good academic standing overall. For Distance Education, the retention and success rates are slightly lower. Online courses at Mt. San Jacinto College and other California Community Colleges have lower retention and success rates than traditional face-to-face courses. Distance Education student retention and success rates at Mt. San Jacinto College are 78 percent and 63 percent, respectively.



Success Rate (%)					
Fall Semester	FA05	FA06	FA07	FA08	FA09
All Courses	63.84	63.75	61.77	61.28	66.94
All Non-Distance Education Courses	64.35	64.75	63.11	62.06	67.73
All Distance Education Courses	58.85	57.17	54.21	57.19	63.07

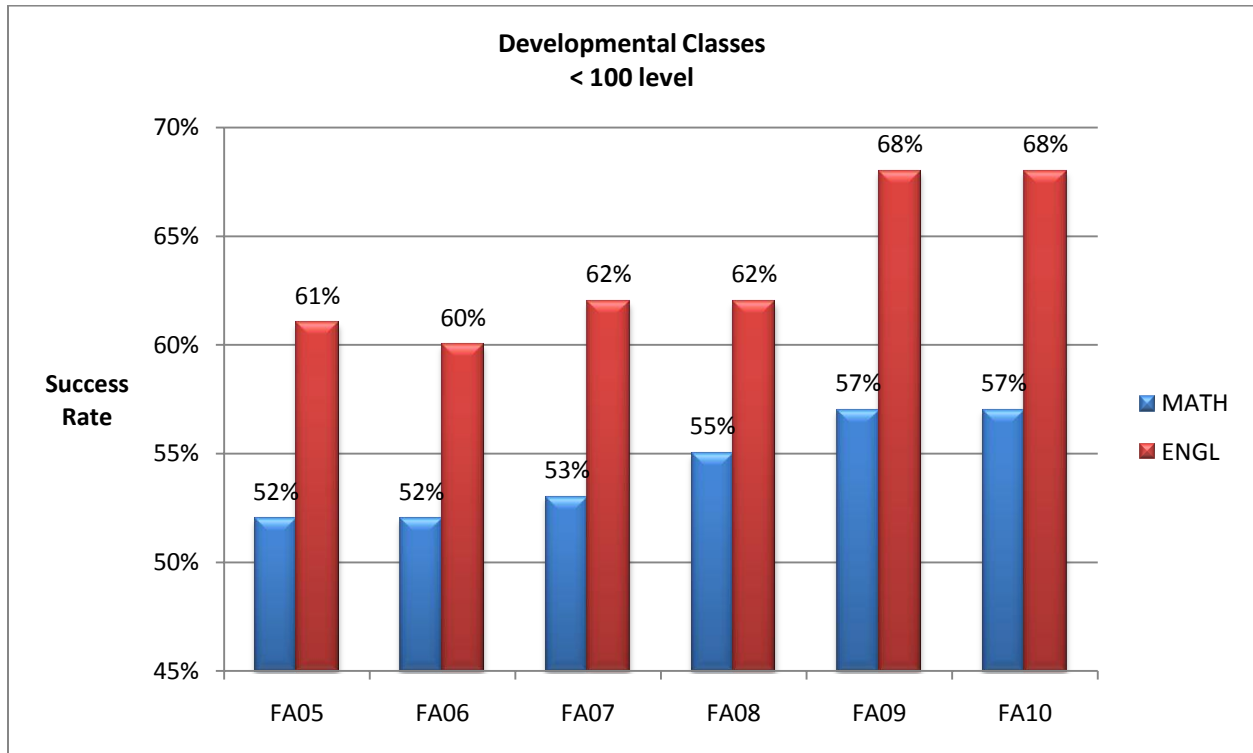


Retention Rate (%)					
Fall Semester	FA05	FA06	FA07	FA08	FA09
All Courses	82	82	81	83	86
All Non-Distance Education Courses	83	83	83	84	86
All Distance Education Courses	79	79	73	80	82

Source: Data Mart, www.CCCCO.edu 2.13.11, R&P Dept. 2.13.11

Basic Skills Completion Rates

Lack of success in developmental courses discourages students from persisting to an intended degree or certificate. Even among students who succeed in these courses, persistence to higher-level course work is challenging. Math and English Basic Skills success rates are 57 percent and 68 percent, respectively. Over the last five years, Mt. San Jacinto College has seen an increase in Basic Skills completion rates.



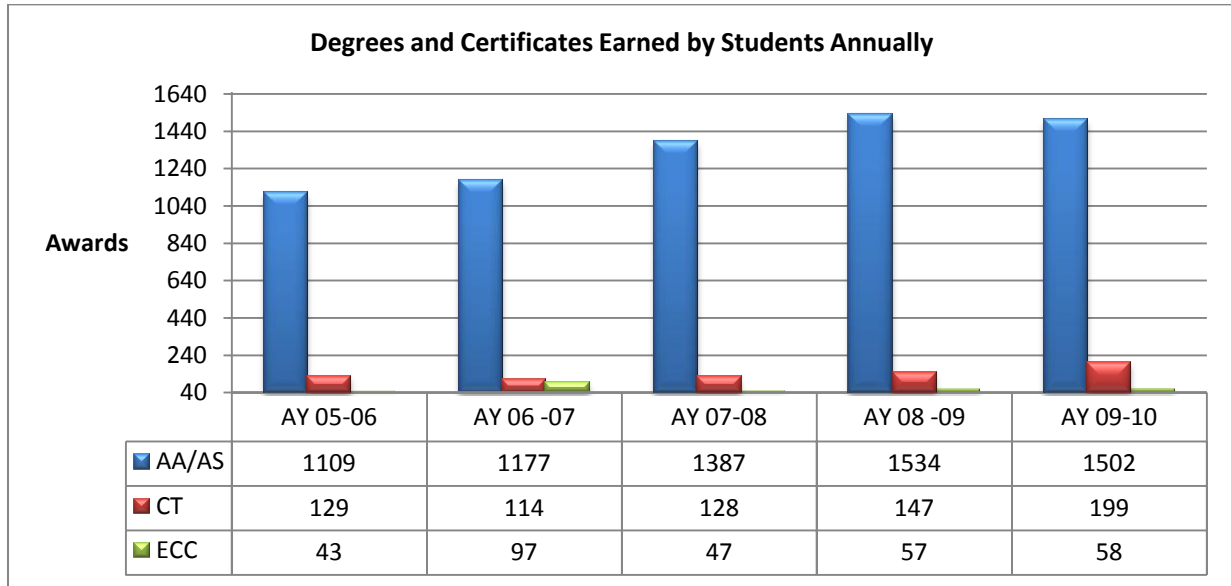
Licensure Certification Rates

The college tracks its external licensure examination of its students. The following indicates the pass rate of the college’s graduates is exceptional. The programs maintain a high-level of awareness of these figures and implement changes as needed to help students achieve improved outcomes.

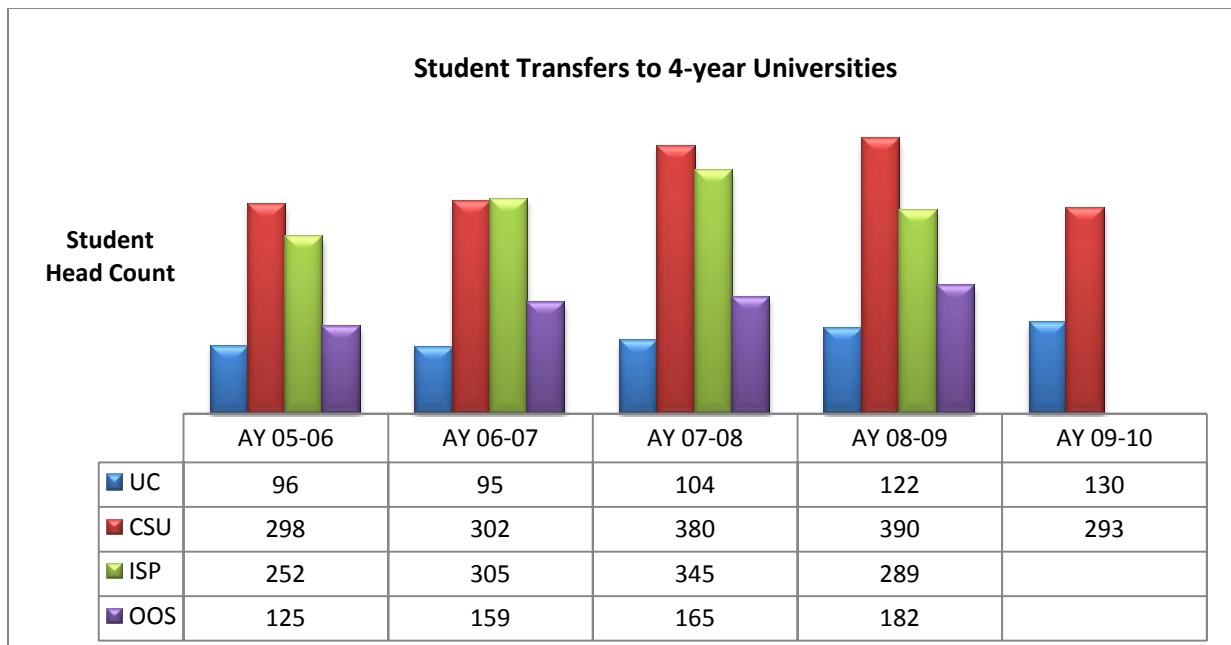
Name of Program	Licensure Exam Pass Rate 2010-2011
Registered Nursing	88%
Certified Nursing Assistant	100%
Licensed Vocation Nursing	97%
Emergency Medical Technician	73%
Diagnostic Medical Sonography	56%

Student Program Completion

The total number of degrees and certificates conferred by the college has been steadily increasing over the past five years. In academic year 2009-2010, a total of 1,502 associate degrees were awarded to Mt. San Jacinto College students.



Approximately 4 percent of students at Mt. San Jacinto College transfer, which represents 983 students in academic year 2008-2009. The number of students transferring to four-year institutions has increased over the five-year period. Approximately half of the student that transfer attend a college within the University of California/California State University Systems, while the other half attend an out-of-state or in-state-private institutions.



Employee Demographics

The college is committed to promoting diversity campus wide through its student body as well as its employees. Since 2000, staff diversity at the college has increased. The most significant increase is due to the number of Hispanic and African Americans employed by the district.

Administration Ethnicity	
Caucasian	42.9%
African American	21.4%
Hispanic	7.1%
Asian	7.1%
Filipino	14.3%
Native American	0.0%
Unknown	7.1%
Total	100.0%
Administration Gender	
Male	50%
Female	50%

Classified Professional Ethnicity	
Caucasian	67.1%
Hispanic	17.1%
African American	7.3%
Asian	3.7%
Filipino	1.2%
Native American	1.2%
Unknown	2.4%
Total	100.0%
Classified Professional Gender	
Female	63.0%
Male	37.0%
Classified Support Ethnicity	
Caucasian	52.2%
Hispanic	31.4%
African American	8.0%
Asian	3.1%
Filipino	1.8%
Native American	2.7%
Unknown	0.9%
Total	100.0%
Classified Support Gender	
Female	69.0%
Male	31.0%

Classified Management Ethnicity	
Caucasian	35.7%
African American	0.0%
Hispanic	14.3%
Asian	0.0%
Filipino	7.1%
Native American	7.1%
Unknown	7.1%
Total	71.4%
Classified Management Gender	
Male	10%
Female	90%

Full Time Faculty Ethnicity	
Caucasian	72.0%
Hispanic	14.0%
African American	4.0%
Asian	5.3%
Native American	1.3%
Pacific Islander	1.3%
Unknown	2.0%
Total	100.0%
Full Time Faculty Gender	
Female	52.7%
Male	47.3%

Associate Faculty Ethnicity	
Caucasian	69.5%
Hispanic	10.5%
African American	5.0%
Asian	4.5%
Filipino	0.5%
Native American	1.1%
Pacific Islander	0.2%
2 or more races	0.4%
Unknown	8.4%
Total	100.0%
Associate Faculty Gender	
Female	49.0%
Male	51.0%

Previous Self Study Report 2005 – Action Plans

STANDARD I.A Action Plans

I.A.1

Create individual department mission statements. As discussed above, processes are in place for periodic review of the mission statement and integration of the mission into college planning, Program Review, and program development. However, we recognize that department mission statements are not universal. In addition, the new mission statement approved by the Board of Trustees in June 2005 should be even more widely published, posted, and distributed throughout the college. For example, the Curriculum Committee suggests including the mission statement as a standard part of its agenda and minutes headers.

Response:

Status: Complete. Individual department mission statements have been developed for Human Resources, Instruction, Business Services, and Student Services. The seven instructional units within the Instructional Services Division developed and published mission statements in their individual unit plans. The current mission statement for the institution was updated through the Shared Governance process and approved by the Board of Trustees September 10, 2009. It is published in numerous locations throughout the district, including but not limited to the website, Board room and libraries. Several Shared Governance and ad-hoc committees include the mission statement on the headers of the committee's agendas and minutes. The college Mission, Vision and Values Committee completed the updated mission statement, is nearing completion on the institutional values and preparing to address their final task of developing an institutional vision statement.

STANDARD I.B. Action Plans

I.B.1

Incorporate systemic Program Review into all sectors of the college. The model followed and developed in instructional Program Review is one option open to the college, providing comparable data and an integrated process to guide the measurement and improvement of institutional effectiveness.

Response:

Status: Complete. Over the past 18 months the Instructional Services division continued to build on the previous matrix of Program Review by enlarging the scope of the Instructional Program Review Committee and appointing a faculty member as Program Review Coordinator. The Instructional Program Review Committee was re-established as the means to formalize systemic processes and practices in all sectors of the college fostering continuous dialogue within and between instruction, student services, administrative services and Human Resources. Dialogue is centered on the improvement of student learning at the department, unit and division level and is organized through the process of completing Program Reviews and Annual Program Assessments.

I.B.2

Develop a method by which the various planning and evaluation processes assess their effectiveness in improving instructional programs, student support services, and library and other learning support services. Incorporate these methods into formal and informal planning and evaluation across the institution.

Response:

Status: Complete. Working through the Shared Governance process the institution has diligently worked to develop paths and criteria of effective assessment that includes the creation of an Assessment Council and Institutional Planning Committee that have incorporated annual report out sessions, planning retreats, short in-house videos and assessment coordination provided by the addition of an Assessment Coordinator to improve the overall effectiveness of institutional programs and services. As part of Program Review within Instructional Services division assessment methods have been implemented and continue to be refined at the course, program, and unit level. These processes are overseen by academic deans in collaboration with the Assessment Coordinator and Assessment Council.

Mt. San Jacinto College has developed a systemic process that requires the involvement of several Shared Governance Committees and Administrative units. These include, but not limited to the Institutional Effectiveness committee; Research Committee; Executive Cabinet; College Council; Budget Committee. Each committee annually reports its assessed results to the Institutional Effectiveness Committee. Formal college planning and evaluation is facilitated by the Mt. San Jacinto College Institutional Planning Committee which develops the Educational Master and Strategic Plan which includes data from Program Review, internal and external data and annual budget information.

STANDARD II.A. Action Plans

II.A.1

Increase research availability through (1) exploring avenues for student input relevant to student needs for scheduling and program development; (2) exploring reasons for the recent decrease in transfer rate; and (3) identifying ways to facilitate student transfer.

Response:

Status: In process.

1. **Exploring avenues for student input relevant to student needs for scheduling and program development.** Compiled input from Mt. San Jacinto College Counselors to determine primary reasons why students have difficulty making realistic scheduling and program development plans.
2. **Exploring reasons for the recent decrease in transfer rate.** Transfer rates by key disciplines and specific ethnicity i.e. Hispanic and non-Hispanic have been compiled and analyzed. Hispanics have been identified as a group with a proportionally lower transfer rate in terms of Science, Technology, Engineering and Mathematics (STEM) transfer courses.

3. Identifying ways to facilitate student transfer.

- a. Conduct focus groups among students to determine primary reason why students have difficulty making realistic scheduling and program development plans. Develop a committee to assist in the design of the class schedule and to oversee time conflicts and course offerings, i.e. days of the week and timing.
- b. Compile a list of barriers students encounter on their journey from a first time student at Mt. San Jacinto College to transferring and corresponding solutions to those barriers.
- c. Develop a step-by-step check-off list for transferring and target transfer students with direct mail and the @MSJC website. In addition, provide local 4-year colleges with the list of potential transfers.
- d. The Transfer and Articulation Coordinator will attend regularly scheduled counseling meetings.
- e. To better disperse transfer related information the Transfer and Articulation Coordinator will develop a weekly 'transfer corner' publication which will be provided to the Counseling Department as well as the Transfer Club.
- f. The Transfer and Articulation Coordinator will develop and implement an annual Transfer Week district-wide to be offered in the month of November. The Transfer Week will consist of the following: major's fair; application workshops; Financial Aid workshops; and personal statement workshops.
- g. Branding: The Transfer and Articulation Coordinator will develop a branding and marketing scheme for Transfer Week. To disseminate the information regarding Transfer Week, postcards will be created for each department. In addition, a mailing list of transfer-ready students will be created from this and each one will be sent a postcard advertising Transfer Week.
- h. Provide adequate staffing for Transfer and Articulation Coordinator.
- i. Provide adequate space for Transfer seminars and workshops involving transfer information or activities.
- j. While Honor's orientation is not mandated the program has grown enormously and multiple orientation/workshops are regularly conducted by the Honors coordinators on both San Jacinto and Meniffee Valley campuses. Transfer information is at the core of these workshops.
- k. Identify supplemental instruction with a primary focus on STEM courses as a key program that would assist in facilitating student transfers. The supplemental instruction program has grown in scope and influence with an emphasis on STEM courses but also includes other academic programs as well. A permanent full time faculty Supplemental Instruction Coordinator has been created to oversee Supplemental Instruction.
- l. District-wide co-sponsorship of Student Government Association Transfer Club that is offered through the student to student transfer information process.

- m. Increase the on-campus university recruiters by at least double.
- n. Increase district-wide campus tours of Mt. San Jacinto College

II.A.2

Study resources available and the feasibility of creating more discipline-specific resource centers, such as reading, ESL, and science (including introductory, non-major, and major courses).

Response:

Status: Complete. Reading centers exist within the Learning Resource Centers at both the San Jacinto and Menifee Valley campuses with expansion also completed at the Temecula Education Complex. The San Jacinto Campus Learning Resource Center offers English as a Second Language (ESL) tutoring and workshops through a World Languages Center, as well as learning software to support ESL students. Directed learning activities have been created to support an increasing number of disciplines, including the sciences. The San Jacinto Campus Library has been remodeled to include an ESL classroom with 24 computer stations.

II.A.3

In order to make appropriate progress toward a fully realized standard, the institution must:

1. Reach agreement on a uniform definition of student learning outcomes (SLOs) and collaborate across sectors to create degree-level SLOs.
2. Develop and clearly commit to a plan which develops SLOs at the course and program level in Instruction and at the service and program levels in Student Services. Such a plan should include appropriate assignment of personnel with responsibility and authority for the development and implementation of SLOs.
3. Integrate and update educational planning.
4. Integrate SLOs into institutional planning and Program Review in a system that goes beyond instructional activities to connect the current charrette process with program, sector, and college-wide planning.

Response:

1. Status: Complete. The SLO Committee, through broad dialog with Instructional faculty, and Student Services units, developed a definition of student learning outcomes and created a manual which guides departments through the assessment process. The SLO Committee in concert with the Curriculum Committee, Student Services Committee, Academic Senate, and College Council developed student learning outcomes at the degree level which were approved by the Board of Trustees under the title of institutional learning outcomes. After evaluation and assessment the SLO Committee was absorbed into the new Assessment Council whose charge is to develop assessment methods for course SLOs and learning outcomes throughout all divisions of the college. Under the direction of the Assessment Coordinator significant progress has been made in training, writing, and assessing SLOs.

2. Status: Complete. The SLO Manual provides a worksheet for completing assessment of student learning outcomes at the course level. SLO Manual/SLO Committee is now part of the Assessment Council. The Curriculum Committee has encouraged the development of program level outcomes by asking that new and revised curriculum be justified in relation to program-level student learning outcomes or departmental learning outcomes. Extensive work has been completed by the Student Services Department in terms of defining and assessing student learning outcomes for a complete cycle. The primary responsibility for assuring that student learning outcomes are developed and implemented has been established by the hiring of an Assessment Coordinator that facilitates all assessment input from both instructional and Student Support Service areas.
3. Status: Complete. Mt. San Jacinto College has successfully integrated, and implemented its educational planning infrastructure during the 2009-2010 academic year. The successful integration of Mt. San Jacinto College's educational planning throughout the college began with the re-institutionalization of the Institutional Planning Committee. The Integrated Institutional Planning Schematic was developed which captures all college committee and unit sector's involvement and qualitatively articulates the development of the Educational Master Plan inclusive with its relationship to the college's Strategic Plan; various institutional planning committees to Institutional Assessment Councils and advisory committees. Further systemic integration of the Educational Master Plan is identified within the Institutional Planning and Assessment Calendar. This document accompanies the Integrated Institutional Planning Schematic and articulates the time of the year in which all college business is expected to be carried out.

It is important to note that the committee reviews and provides advice to the groups on campus that develop plans with oversight by the Budget Committee. Additionally, the Institutional Planning Committee endorses the Educational Master Plan, Facilities Master Plan, Strategic Plan, and Technology Master Plan while reviewing critical data needed for planning, including analysis of internal and external trends, and publish its findings to assist planning throughout the college. Finally the committee completes an annual review of the Institutional Planning Committee charge to confirm that the committee is working to meet internal expectations and Accreditation Standards.

II.A.4

Increase representation of faculty from all clusters on the Curriculum Committee.

Response:

Status: Complete. The Curriculum Committee created positions for thirteen cluster representatives. When clusters were abandoned in 2007-2008, the committee redefined groupings to maintain broad representation across disciplines and added representation of librarians and learning center coordinators. The continuing challenge is to assure that these positions are filled by committed faculty members. Membership is constantly under review to ensure adequate representation by all programs and stakeholders.

II.A.5

Fine-tune the Program Review process, define how the outcomes from the review will be used, and receive data from the Research and Planning department to support the modified Program Review process, establish a connection between the information gained from Program Review and institutional planning, and tie the college budget to the results of the Program Review process.

Response:

Status: Complete. The Office of Institutional Effectiveness and Planning (which includes the Research and Planning department) in concert with the Institutional Planning Committee (IPC) has implemented a systematic approach to fine-tuning the Program Review process since spring 2009. These specific offices coupled, with the Shared Governance committee structure have successfully incorporated the definition and the implementation of student outcomes at the course, unit and departmental levels. Data from all sector Program Reviews and assessment measurement mechanisms have been integrated to support established student and program outcomes. The Program Review process is now orchestrated by a Program Review manual by which all sectors are clearly aware of completing and analyzing the necessary components specific to Comprehensive and Annual Program Assessment data. The data compiled gives rise to better informed decision-making throughout the college using budget information as one of its key components.

II.A.6

Consider the use of department and group exams, especially as departments continue to incorporate student learning outcomes into their curricula.

Response:

Status: Complete. During development of the SLO Manual, departments were asked to entertain the idea of department-wide exams. Some departments, notably the Math department and World Languages Center on the Menifee Valley campus, decided to work in this direction. Other departments have chosen other means of assessing student learning outcomes. Departments are free to reconsider their use of department-wide exams.

II.A.7

Develop a facility and resource improvement and expansion five-year plan with feasible financial allocation.

Response:

Status: Complete. Each year the district prepares both a Five-year Construction Plan and a Five-year Scheduled Maintenance and Special Repair Plan. The Construction Plan is approved by the Mt. San Jacinto College Board of Trustees annually.

II.A.8

Foster an institutional discussion, perhaps through the Curriculum Committee, on the matter of service learning as a possible AA/AS requirement.

Response:

Status: In process. A model service learning course has been created for student government and recently cross-listed with Childhood Development and Education department. Discussion on an institutional-level requirement, however, has not started. Mt. San Jacinto College intends to research how service learning is offered at other colleges to explore possibilities for articulation, and to open discussion with the Academic Senate and the Curriculum Committee on integrating service learning into the curriculum and the AA/AS pattern requirements.

II.A.9

Develop guidelines and materials to facilitate a consistent process for the recruitment, planning, and documentation of career education advisory committee meetings. Not every advisory committee is coordinated through a single office. Thus, our college should develop a uniform process, and the campus intranet could be used to effectively deploy department materials and sample documents.

Response:

Status: Complete. Currently a central office is responsible for planning and implementation of all advisory meetings. The coordinator for the Perkins Program coordinates dates and times when advisory meetings are to be held. This coordinator works closely with the department chairs in identifying who should be invited to these advisory meetings. The coordinator will further consider other methods such as the intranet to better communicate departmental information throughout the career education programs.

II.A.10

Expand the use of employer surveys to include questions designed to identify whether local employers have staff that had completed certificates in the last few years.

Response:

Status: In process. Mt. San Jacinto College is currently determining a process by which the district can collect this data. Further discussion on this topic is being planned.

II.A.11

Consider use of a formal survey of students and recent completers to identify those who are working in the area of their certificate.

Response:

Status: In process. A plan is in place to survey career education students, to monitor progress and counsel students, as well as assist in completing their certification when needed. This process is currently being developed by the Dean of Instruction for Career Education on each campus and the Career Advisory Group.

II.A.12

Consider re-establishing the Job Placement Center.

Response:

Status: Complete. Mt. San Jacinto College has provided job placement services in the past through the Job Connect/ CalWORKs program and Job Location Development Program (JLDP) initiatives. These departments provide services to a limited and targeted population and not the general Mt. San Jacinto College student population. Due to funding reductions the Job Connect/CalWORKs job placement program and JLDP program are deactivated. Mt. San Jacinto College assisted with and supported the development of a federal grant to create the Hemet/San Jacinto Valley One-Stop and the Temecula Valley One-Stop center with the Employment Development Department (EDD) and the Employment Development Agency (EDA). The One-Stop Center serves the general population including Mt. San Jacinto College students and alumni with job development, skills development, and job placement services.

The Career and Transfer Center has been open to all students and the public for general employment services. The Career and Transfer Center provides job listings, resume preparation resources, interview preparation resources, and employer recruitment/interviews. When funding allows, the Career and Transfer Center has also assisted with job fairs hosted by Mt. San Jacinto College or the Employment Development Agency. The student services administration and Board of Trustees removed job placement from the Career Center in 1986-1987. At that time there were five EDD employees and two full-time Career and Transfer Center employees providing the service at Mt. San Jacinto College. Due to the loss of the five employees from the EDD and EDA it was agreed that the Career and Transfer Center would continue as a career research and employment resource for the valley and would refer students and the community directly to the EDD and EDA.

Currently the Career and Transfer Center has two shared technicians.

The Job Location Development Program refers all non-eligible and wait-list clients to the Career and Transfer Center which provides electronic and printed format employment materials for job search, job posting, and resume and cover letter development.

II.A.13

Increase collaboration between administration, Academic Senate, and Curriculum Committee leadership. At the very least, teams incorporating varied discipline faculty with non-discipline appropriate staff need to redraft outlines and seek firm commitments to the outlines of record.

Response:

Status: Complete. Steps have been taken in collaboration between the administration, the Academic Senate, and the Curriculum Committee. However, there is no perceived systemic problem with the outlines of record or the commitment to teach from them. Instructional deans and department chairs regularly disseminate outlines of record to new faculty and stress the importance of following them. Further, one of the elements of the faculty evaluation process (contact, regular, and associate faculty) is to ensure that faculty are teaching to the outline of record, particularly in the review of the syllabus, which is required to list course objectives. Questions on the student evaluation form relate to whether the instructor is teaching to the course objectives. Recent advancement in linking curriculum outlines with SLOs has led to increased discussion/collaboration between the Chair of the Curriculum

Committee, Assessment Coordinator, and Program Review Coordinator. These individuals are supervised by the Vice President of Instruction who works closely with the Academic Senate Executive Committee on curriculum and program issues.

II.A.14

Develop guidelines for the selection of appropriate course materials.

Response:

Status: In process. A task force with representatives from the Academic Senate, the Curriculum Committee, and area deans has been established and is currently developing specific guidelines for appropriate selection of course materials.

II.A.15

Develop a plan to include statements about academic freedom and professional ethics so that they can easily be accessed.

Response:

Status: Complete. Statements about academic freedom and professional ethics are found in the college catalog for easy access.

II.A.16

Formalize and make available the method for reporting infractions by students in regard to academic honesty and include in the Faculty Handbook information about the www.turnitin.com website.

Response:

Status: In process. An Associate Faculty Handbook was created for fall 2008. It has been updated each year and is being expanded as the handbook for full time faculty. This handbook will be implemented fall 2011. The handbook will include but not be limited to information on academic freedom, student infractions, and teaching standards.

STANDARD II.B. Action Plans

II.B.1

Develop and evaluate SLOs for each Student Services department and courses taught by guidance and LSP faculty, as well as integrate them into the respective Program Reviews.

Response:

Status: Complete. Each department has developed student learning outcomes that have been continuously refined and evaluated. Student learning outcomes are now fully integrated into the Student Services Program Review model.

II.B.2

Evaluate facilities and space allocations as a possible deterrent to implementing quality support services to students.

Response:

Status: Complete. Space and facilities needs have been evaluated through the district's Educational Master Plan and the Facilities Master Plan. The quality of services will begin to erode should the district continue its trend of growth, as projected in the plan, without proportional facilities.

II.B.3

Develop a Spanish-language website, which would include the online admissions form in Spanish.

Response:

Status: Complete. This particular functionality was dropped when the college moved to a content management system and has not been revisited.

II.B.4

Make all service, as is feasible, available online and at off-campus sites.

Response:

Status: Complete. Online tutoring is available in Mathematics and is being developed for other areas. Library services are also fully available online and for off-site through web access. The class schedule and catalog is available online, as is access to grades for students, grade input for faculty, application and registration processes, application for financial aid, and other services: The district fully uses online application and registration, exclusively, and many other services are now offered on the web. The district operates robust networks to the off-site centers at Temecula and Banning in order to offer services at those sites as space and personnel allow. The district has purchased software from the Hershey Corporation called Workflows which will allow for online forms and approval processing.

II.B.5

Develop and implement a district-wide plan for activities and events.

Response:

Status: Complete. A master calendar is now maintained on the Mt. San Jacinto College website by the Office of Public Information and Marketing with individual programs like Performing Arts and Athletics maintaining and publishing their own specific calendars. Calendared events can now be viewed on the website and are emailed out to all constituents via e-mail under MSJCLinks.

II.B.6

Develop and implement updated student conduct policies and procedures.

Response:

Status: Complete. The Information, Communication, and Technology Committee (ICTC) developed and posted a revised Acceptable Use Policy (AUP) in 2007.

II.B.7

Measure the effectiveness of current services to meet the needs of students through the expansion and refinement of the SARS database, student learning outcomes, student satisfaction surveys, and high school focus groups.

Response:

Status: Complete. The district has taken a proactive position on measuring the effectiveness of services for students by utilizing technology and student surveys. Expanded components such as SARS Alert have been purchased to enhance the current SARS Grid and SARS Caller. The electronic early alert process provides the timely and accurate data necessary to enhance student success. Student surveys that have been developed, implemented, and collected by the Student Services department and will be addressed as a part of each area's Program Review.

II.B.8

Continuously assess the student service needs of a diverse student population and continue to refine methods of communication and service delivery that address the academic, cultural, linguistic, and access (disability) needs of our student population.

Response:

Status: Complete. The Student Services department continues to measure, assess, and evaluate the effectiveness of current services and activities to meet the needs of a diverse student population. Through Program Reviews, topical research studies and student satisfaction surveys the division has been able to use the results to continuously improve services.

Regularly scheduled department meetings and/or external meetings at different levels (i.e., regional, state, etc.) provide dialogue, feedback, discussions, and outcomes concerning program procedures, ideas, and improvements that impact a student's success. Both formal and informal retreats provide opportunities for continuing discussion regarding student learning outcomes and program learning outcomes to increase the understanding of the role of programs of the Student Services department in the institutional learning outcomes.

II.B.9

Develop and refine curriculum and student life activities that are culturally sensitive and responsive to the plurality reflected in the college's diverse population.

Response:

Status: Complete. In 2010 the college implemented a "College Hour" during the regular school day for students to have access to enrichment activities. Curriculum and courses alike have been developed to build and expand cultural sensitivity and responsiveness to the college's plurality through the following programs and courses:

- Puente Program
- Learning Skills Program
- Student Government
- Student clubs, of which there are currently eleven active
- Cross-campus activities, e.g. Welcome Back Barbeque, Multi-Cultural Festival, Halloween Carnival, Amnesty International Film Series, Week of the Young Child

- Guidance Courses e.g. Strategies for Life and Learning (GUID 50); Strategies for College Success (GUID 90); College Success (GUID 100); Training and Preparation of the College Mentor (GUID 104); Integrative Career/Life Planning (GUID 116); Personal Success Habits of Highly Effective People (GUID 120); Special Topics (GUID 151, GUID 152, GUID 154).
- Learning Skills Courses e.g. Study Skills (LSP 73); Language Arts Lab (LSP 74); Language Arts (LSP 75); Math (LSP 77); and Adaptive Computer Technology (LSP 79)
- Student Government Courses e.g. Leadership Development (SGA 101); Personal Leadership (SGA 102); and Service Learning Leadership (SGA 105).

II.B.10

Determine the efficacy of assessment cut scores. A validation study is planned for fall 2005. A separate study will be run to determine disproportionate impact and evaluate bias. Increased faculty participation in these studies is essential.

Response:

Status: Complete. The cut score validation study for Reading, English, Mathematics, and College Mathematics has been completed, and the results are being reviewed by the Associate Dean of Research and Planning and instructional deans.

II.B.11

Evaluate use of written assessment instruments for English placement.

Response:

Status: In process. Previous attempts to introduce a written assessment instrument have been largely unsuccessful due to logistics and cost.

II.B.12

Develop a Strategic Plan for future allocations of institutional costs related to campus technology needs.

Response:

Status: Complete. A Technology Master Plan has been developed. The Dean of Information Technology and the Dean of Instruction, Library and Technology have been working together to plan for lease purchases; consider ongoing software migration issues; secure funding for integral servers; and provide increased staffing. Meetings have been held between vice presidents, deans, and the Business Services department staff to determine future technology needs. Staffing plans have been submitted for the Instructional Technology Support department as have budget augmentation requests. The Educational Master Plan has included the needs of the Instructional Technology Support department.

II.B.13

Include in all future college catalogs policies and information pertaining to identified self-study issues such as transfer of credit, academic freedom, and the student code of conduct.

Response:

Status: Complete. The Mt. San Jacinto College catalog, both electronic and in print, currently includes detailed information on transfer of credit for all courses. This includes General Education patterns for

transfer i.e. CSU-GE breadth and IGETC into the California State University (CSU) System and the University of California (UC) System. Each transfer-level course has the appropriate CSU and/or UC identification code for acceptance. There is a description of course numbering for non-transfer and transfer-level courses as well as the California State University CAN numbering chart of approved Mt. San Jacinto College courses will continue to be included along with the new TCSU approved courses. (Note: TCSU is the California State University common numbering system which is replacing the CAN numbering system). The student code of conduct is also found in the catalog.

The Board Policy on academic freedom (BP 4030) that was adopted February 10, 2005, has been on file within the Board Policy Manual, in the Mt. San Jacinto College catalog.

STANDARD II.C. Action Plans

II.C.1

Provide adequate and stable funding for library materials through the budgeting process so that there is less dependence on “soft” money for purchasing library materials, especially annual subscriptions to the library’s online journal databases.

Response:

Status: Partially Complete. Use of the online databases has increased with the growth of the district both in off-site and online enrollments. Budget line items have been established and are ongoing to cover the costs of the library databases. The cost is adjusted as needed through the fluctuations in enrollment and other price increases. The need for the individual database titles is reviewed by the library based on usage, on a yearly basis, and appropriate adjustments and additions are made in collaboration with department chairs and administration. Stable funding has been secured for other library materials; however, increases have not been routinely scheduled. The current economic situation has kept the budget for books and other materials from being increased. Requests for increases have been consistently made through the college budget augmentation process. Decreases in books and materials allocations have not occurred in the current crisis, with the librarians and administration recognizing the importance of maintaining of these funds even while other area budgets are being decreased.

II.C.2

Increase the number of library workstations so that entire classes may be accommodated during library orientations.

Response:

Status: Complete. The Meniffee Valley Campus Library has a 30-seat classroom dedicated to library orientations. The San Jacinto Campus Library has a 30 seat classroom lab with 25 student computers that is shared between ESL program use and library orientations as needed.

II.C.3

Increase departmental budgets for new programs that require extensive library resources.

Response:

Status: Complete. While departmental budgets for the libraries have been increased by 5 percent; library staff have not been directed to spend this for library resources. Instructional Equipment and Library Materials (IELM) funding have not been sufficient enough to cover increases in materials for the libraries and have been used only for instructional equipment, some of which is in the libraries.

Departmental budgets have increased in the past, but are on hold during the current economic situation. Increases to the library database budgets have been made as needed.

II.C.4

Implement strategies in the Learning Resource Centers and the Academic Resource Centers for employing grant opportunities to supplement budgetary needs. Grant opportunities should include monies allocated to innovative academic student support programs that include supplemental instruction and learning communities and should integrate instructional programs and academic support programs whenever possible.

Response:

Status: Complete. Funding for the learning resource centers was increased significantly in the 2006-2007 year and was held at the same level for 2007-2008. These funds were requested again for 2008-2009. Basic Skills and Title V grant funds have been used to improve services for students in the learning resource centers. Title V grant funds have also been used to provide for technology resources for the San Jacinto Campus Library and for tutoring resources on both campuses. Grant opportunities are currently being explored through the Grants Office to provide additional funding for the San Jacinto and Menifee Valley campuses' growing supplemental instruction programs. This is ongoing with funding holding with only a 2.5 percent decrease in Learning Center budgets in three years. Basic Skills Initiative, STEM, Title V, and Perkins funds have all increased the ability of the Learning Centers to provide tutoring services. An effort to train and employ more peer tutors than faculty tutors has also proven successful and has increased the tutoring options available to students.

II.C.5

Develop LRC and ARC action plans and goals on a three-year basis. These action plans should be coordinated with the dean, and duties from this goal plan will be delegated to staff. Budget proposals and goals will be developed based on student growth, faculty input, and emerging technology needs within the field as well as continued implementation of California Education Code mandates for supervised tutoring.

Response:

Status: Complete. Goals, program learning outcomes, and staffing plans have been developed in both libraries and learning resource centers and is completed through Program Review and Annual Program Assessments. All four areas have been represented clearly in the Educational Master Plan. Budget augmentation requests have been submitted for two years in a row, which contain requests for additional funds based on growth.

II.C.6

Centralize Program Reviews into academic resource support programs at each campus and eventually blend them into library Program Reviews.

Response:

Status: Complete. The Instructional Program Review Committee has produced a complete, online review template that generates data from existing MIS source data. The template has been adapted to the needs of other sectors in order to maximize comparability of data for decision-making. In addition, a Decision Support System (DSS) program has been implemented to aid in making scheduling decisions based on departmental history and Program Review. Library Program Reviews have been conducted and were a part of the Educational Master Plan efforts.

II.C.7

Introduce library programs to students and staff through new avenues, such as the Welcome Back Barbeques.

Response:

Status: Complete. The library has effectively marketed its services via the website and to the faculty via faculty meetings and classroom visits. As materials are added, the marketing effort will be increased appropriately.

II.C.8

Aggressively market the information competency course and develop an online version, in addition to a traditional classroom version, as this may attract more interest from students.

Response:

Status: Complete. Library 100 was offered fully online in fall 2008. Library 101 is also offered as a short-term classroom and hybrid version at the Menifee Valley Campus. Information competency has been successfully integrated into the General Education courses through class orientations. However, not all classes take advantage of the orientation process.

II.C.9

Conduct a survey to determine whether the need exists for a departmental budget for interlibrary lending fees. If a need exists, the library should establish a budget for payment of lending fees so that libraries that charge fees can be used to supply interlibrary loan requests.

Response:

Status: Complete. The library is able to fulfill more than 90 percent of the interlibrary loan requests. There is no need at the present to implement an ILL fee fund to obtain additional material; however, changes in enrollment may necessitate additions to the budget in the future.

II.C.10

Market the library's electronic book collection and make students aware that full-text sources may be viewed off campus via a password issued by the library. This knowledge is particularly critical to online or Distance Education students not enrolled in classes on campus.

Response:

Status: Complete. This is being accomplished through messages within the Blackboard portal and advertised through class orientations. Class orientations are being developed for online courses and are currently held on a teacher-requested basis in online classes. Use of electronic resources has increased heavily as both faculty and students access the library website. The need to increase the electronic resources of the library has grown incrementally with the huge increase in the district's Distance Education offerings.

II.C.11

Inventory the entire San Jacinto Campus library collection. This would result in a more accurate catalog of its holdings and help eliminate student and staff frustration in searching fruitlessly for titles listed in the catalog but no longer held by the library.

Response:

Status: Complete. The San Jacinto Campus Library staff have been inventorying and weeding the collection for the past three years. They have reduced the number of outdated books in a variety of discipline holding areas. However, the increased funding necessary to replace the holdings with new ones, has not kept pace with the weeding efforts. The inventory/weeding is ongoing.

II.C.12

Make LRC and ARC services and resources available online to ensure student access.

Response:

Status: Complete. This has been accomplished via the library web sites and through online tutoring. More work is being done to increase the availability of online tutoring; both learning center websites are being improved upon to add dynamic access for students and should be completed by fall 2012.

II.C.13

Provide increased ARC services with future ESL/reading labs.

Response:

Status: Complete. Reading centers exist within the Learning Resource Centers at both the San Jacinto and the Menifee Valley campuses with expansion also completed at the Temecula Education Complex. The San Jacinto Campus Library was remodeled to include English as a Second Language lab space with 24 computer stations. The Learning Resource Centers also offer reading tutoring with reading software to support classroom instruction, as well as online programs and resources for reading students.

II.C.14

Address library and LRC security issues more comprehensively. For example, a member of campus security should be posted at the San Jacinto campus library during college functions when library staff is not present. Additionally, facilities should ensure that the two other SJC library exits have an equal level of security as the main entrance. At each campus library and LRC, technology needs to be secured throughout the building. All security provisions should be supervised by the dean and the librarians to ensure that systems are adequate and correctly implemented.

Response:

Status: Complete. Security gates have been placed in both libraries with sensors in all library materials. A video security system is also in place in the Learning Resource Center building on the Menifee Valley Campus.

II.C.15

Create a new administrative position: dean of Library and Learning Resource Center Programs. A key function of this new position would be to work with library faculty to establish a process for evaluating the library's ability to meet student learning outcomes in both courses and programs.

Response:

Status: Complete. The position of Dean of Instruction, Library and Technology which was initially called the Dean of Academic Success and Technology was created in 2003 and is now staffed by a permanent administrator who is working with library faculty on an ongoing basis.

II.C.16

Encourage higher-level bodies like the Curriculum Committee to require faculty who propose new courses to spend more time evaluating library holdings prior to submitting their proposals to the committee for a hearing. At present, this is unenforceable by library staff, except that librarians can refuse to sign off on a course proposal until they are satisfied that an adequate evaluation has been done.

Response:

Status: Complete. The Curriculum Committee has upgraded librarian membership on the committee to voting status. During spring 2007, the librarians updated the library form required for all new course proposals.

II.C.17

Conduct an annual survey to determine library user satisfaction and effectiveness in meeting student learning outcomes. This survey will be developed in conjunction with other academic resource support programs and the dean.

Response:

Status: Complete. The San Jacinto Library has developed student learning outcomes. The survey is in progress. The Menifee Valley Campus Library has developed and implemented a user satisfaction survey. It has been used for previous Program Reviews and Accreditation studies. The San Jacinto Campus Library is modifying the model to run in fall 2008. It will be converted to an electronic version, accessible from the library's website. The student learning outcomes content will be added and surveyed separately in spring 2009.

II.C.18

Assess how LRC and ARC services can better support student learning outcomes as they are developed by faculty for courses and programs.

Response:

Status: Complete. This is currently being accomplished through the librarian service on the Curriculum committee, participation in both the Program Review and student learning outcomes processes, and the education master plan efforts.

II.C.19

Collaborate with the Research and Planning department to develop data programs to assist LRC and ARC areas in determining the effectiveness of their services.

Response:

Status: Complete. The new Associate Dean of Research and Planning and the Dean of Instruction, Library and Technology have collaborated extensively to collect and review data from the past few years of the learning resource centers' operations. This review has resulted in decisions regarding funding for programs within the centers, such as the Supplemental Instruction program, and has been connected to the Basic Skills Initiative planning. Data from patron usage and library collections upgrades has been used to request appropriate funding and procedural changes for the libraries on both campuses. Routine learning resource center reports are shared with the Executive Cabinet and the Board of Trustees detailing student activity while in the learning resource centers in terms of number of visits and hours.

II.C.20

Incorporate LRC and ARC programs into other institutional student support programs that use effectiveness surveys as part of institutional student response.

Response:

Status: Complete. The addition of full time faculty representation in both learning centers has led to increased participation by learning resource center and library staff in planning for the Basic Skills Initiative, the @MSJC Teaching and Learning Academy program, Curriculum Committee representation, and Educational Master Plan efforts. The implementation of the Decision Support System (DSS) has assisted in planning efforts as well. Surveys for both libraries and in the learning centers have resulted from Program Review processes. Learning resource center data is being compiled and will be analyzed by the Research and Planning department to measure the correlation between student visit frequency and student success. If a correlation does exist, this data will be leveraged to increase student visits and hence increase student success.

Adoption of Class Climate survey tools will allow for the deployment of Library surveys for the San Jacinto Campus in spring 2012

STANDARD III.A. Action Plans**III.A.1**

Develop a philosophy that will guide the institution's approach to stated student learning outcomes. When an approach is agreed upon, through the Shared Governance process, the issue of how faculty evaluations can measure faculty effectiveness in achieving the designed goals will also need to be addressed.

Response:

Status: In process. At this point, faculty effectiveness in producing student learning outcomes is not addressed in the evaluation procedures. A well-developed student learning outcomes model is currently being integrated into the Program Review process to support the district's Educational Master Plan. The district is working closely with faculty through the Academic Senate developing a documented process to include the student learning outcomes component in faculty evaluations. Once confirmed by the Academic Senate, the district will negotiate the component of student learning outcomes in faculty evaluations with the faculty union.

III.A.2

Recruit and hire additional full-time faculty at both campuses. This effort should be a high priority.

Response:

Status: Complete. In 2006, the district employed 131 full-time faculty. In 2007, the district employed 149 full-time faculty, a net gain of 18 new faculty positions. On a yearly basis, the California Community College Chancellor's Office provides each district with its required full-time faculty obligation. Mt. San Jacinto College's full-time faculty obligation number (FON) for fall 2007 was 119.8, 29 positions over the FON. The district's fall 2008 obligation was 124.8, 24 positions over the FON, and for fall 2009 and fall 2010, the district's obligation was 132.8, 16 positions over the FON respectively.

III.A.3

Review the FLEX Program in terms of its compliance with California Education Code regulations and its effectiveness in serving the staff at both MSJC campuses.

Response:

Status: Complete. The district submits the FLEX Calendar Report yearly to the California Community College Chancellor's Office as required by Title 5, not according to the California Education Code as stated in the above action plan. The FLEX Program serves all faculty at Mt. San Jacinto College. Each campus has a designated FLEX Coordinator. The FLEX Committee has utilized a satisfaction and needs survey for the past few years. The latest survey was conducted in May 2010 to assess faculty overall satisfaction with the FLEX Program. The survey was used to develop workshops for FLEX and Convocation.

STANDARD III.B. Action Plans**III.B.1**

Continue the development of Mt. San Jacinto College's Police department.

Response:

Status: Complete. The Police department is responsible for the safety and security of all district personnel, including staff, faculty, and students. Safety is always a top priority. In addition, the Police department is responsible for protecting district property and assets.

III.B.2

Aggressively work towards the adoption and passing of the 2006 Bond campaign.

Response:

Status: Complete. In March 2006 the Mt. San Jacinto College Board of Trustees voted to place a \$720 million general obligation bond measure on the June 2006 ballot to finance the expansion of the existing campuses and open new campus locations in Wildomar and Banning, where the College owns land. The Measure G Bond Campaign failed and was not passed with only 45.09 percent voting to approve the bond measure.

The district attempted to pass a School Facilities Improvement District (SFID) Bond for the San Geronio Pass area in fall 2010. Unfortunately this bond was also unsuccessful. The district is fully cognizant of the critical need to improve communication as well as the public's general awareness of Mt. San Jacinto College, its services, programs, and potential impact in the community as an institution of higher learning.

STANDARD III.C. Action Plans**III.C.1**

Develop an auditable security plan.

Response:

Status: Complete. A security plan was developed and is now Administrative Procedure 6520. Security is a component in the 2008-2009 Technology Master Planning Initiative, so ongoing analysis will be performed in the area of data security.

III.C.2

Perform a cost/benefit analysis of a lease agreement. This analysis, to be directed by the dean of Information Services, is necessary because the institution, in taking advantage of Microsoft's Longhorn initiative, has placed a minimum standard and moratorium on desktop replacement while a lease agreement is explored.

Response:

Status: Complete. A cost-benefit analysis for the lease of desktop computers was completed in 2007-2008. A lease plan was developed that provided for the currency and recapitalization of all college desktop computers. This plan was approved by the Board of Trustees. The lease agreement has allowed Mt. San Jacinto College to acquire current technology without a large upfront expenditure and to realize economies of scale regarding asset management.

STANDARD III.D. Action Plans**III.D.1**

Streamline processes within the Budget Committee to encourage continuous participation in budget development. Periodic discussion sessions should be instituted to create a proactive process in formulating financial plans during the fiscal year.

Response:

Status: Complete. The budget development process has been restructured to encourage greater participation in budget development throughout the year. The revised process is summarized below:

The district formulates an annual budget through a participatory governance process that includes faculty, classified staff, administrators, and students.

Budget reports are brought to the College Council throughout the year, beginning with the annual budget calendar submission by the Budget Committee and ending with the recommendations for budget assumptions used in developing the Adopted Budget.

Throughout the budget development cycle, information is presented to the Budget Committee with regards to revenue assumptions, budget reduction, and resource allocation. The Budget Committee has its own webpage on the district website. The agendas and minutes are posted to this site and there is a direct link to the site from the district's Budget Watch webpage.

The district defines and follows its guidelines and processes for financial planning and budget development with all constituencies. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Significant improvements in the area of communication and involvement of faculty and classified staff in the budget development process have been implemented. The campus community has access to information available on the website, information distributed through the e-mail system, presentations during committee meetings, and other various campus meetings and gatherings. The district must continue to find alternative ways to involve and inform all of the college constituents.

The Budget Committee plays a critical role in ensuring that financial information is provided throughout the institution and to the various constituencies. The scope of work of the Budget Committee is determined by the annual institutional goals that are developed by the Institutional Planning Committee (IPC) and approved by the Superintendent/President and adopted by the Board of Trustees.

The Budget Committee meets monthly and includes four faculty, four classified staff, four administrators, and two students. This committee is part of Shared Governance and is open to all faculty, staff and students to attend. The Budget Committee schedules its meetings during College Hour in order to allow for more student and faculty participation. Individuals who are unable to attend the Budget Committee meetings are able to access the meeting agenda and minutes via this committee site. Also posted on this webpage are the Adopted Budgets since 2004, current audits and the Board of Trustee Approved Budget Calendars. There is a symbiotic relationship between the Budget Committee and the IPC. The Budget Committee drives the budget development process including submission of the Resource Allocation Proposals (RAPs) and the IPC develops and refines the Prioritization Allocation Rubric (PAR) to score and document the RAPs link to planning as it relates to the college. The connection between the two committees is their involvement in the process of planning and resource allocation. The IPC has the responsibility of the scoring rubric and the Budget Committee reviews the resource allocation process utilizing the IPC's refined PAR. The recommendations of the Budget Committee are sent directly to the Superintendent/ President prior to the issue of the budget development

documentation in March. Information and copies of the recommendations are published on the Budget Committee webpage, and are sent to the College Council.

III.D.2

Establish guidelines to assist program areas for the successful completion of their grants and awards.

Response:

Status: Complete. The Grants Office was developed in March 2004 and reports directly to the President's Office. The office focuses on establishing and strengthening the district's ability to acquire external funding by making the competitive grants process accessible to faculty and staff. The Grants Office's mission statement is to provide quality services and resources to assist faculty, administration, and staff in researching, developing, and writing competitive grant proposals that further the mission of Mt. San Jacinto College and improve overall student success. The Grants Office supports all phases of a project from initial planning through project completion, including proposal writing activities of the district's faculty and staff, grant management, and reporting.

In order to facilitate the manageability of requests, procedures and forms are available for use. All grant projects must receive proper approval and be reviewed by the Associate Dean of Institutional Effectiveness, Planning and Grants before submission. Faculty and staff are encouraged to seek external grant funding for program needs and projects. The Grants Office has developed formal guidelines for all grant submissions.

III.D.3

Provide on-site workshops (twice a year, if possible) to train restricted-program project directors and support staff on how to access and use the variety of tools available to them with the current financial system.

Response:

Status: Complete. Galaxy training is being offered in scheduled sessions and also on an as-needed basis throughout the year. Training sessions in the use of Microsoft Excel and other financial tools are offered at the semi-annual @MSJC technology training academies and the semi-annual @MSJC Teaching and Learning Academy.

III.D.4

Establish a process for expanding the understanding of faculty and staff of the potential long-term commitment of institutional resources that may occur when accepting new grants and awards.

Response:

Status: Complete. The Director of Grant Development has created a Grants Management Handbook for all employees i.e. faculty, classified staff, and administration to utilize when awarded an external federal, state, or private grant. Based on appropriate business and grant practices, this handbook provides an overview of activities involved in starting up a new or continuing a grant. The handbook begins with an introduction to the Grants Office that includes the key players in grant development and the role and responsibilities of the project director. A brief overview of the grant proposal submission guidelines follow as do the following sections: 1) grant award acceptance; 2) post-award grant

management; 3) records management; 4) budget management; 5) reporting; 6) passwords; and 7) contract with the federal agency. Included are appendices that cover the Mt. San Jacinto College grant idea approval form, the grant proposal and budget development approval form, the grant partner proposal approval form, the grants management responsibility matrix, and grant terminology.

STANDARD IV.A. Action Plans

IV.A.1

Explore and test strategies to recruit a broader base of staff participation. Participation, though relatively strong, has been represented by a smaller section of the overall staff population. This approach will bring about two significant improvements. The first will be a more equitable division of labor and time. The second will be a dynamically richer committee/group representation. A review of the Shared Governance document is also in order, and additional communication about the status of all committees is suggested.

Response:

Status: Complete. The new revised Shared Governance document was approved by the Board of Trustees on May 12, 2011 after working its way from the assigned task force through the Shared Governance process securing the approval of the College Council on January 18, 2011. Preceding the Board of Trustees' approval, a college-wide training, question and answer session took place on February 17, 2011 that encompassed large active committee and group participation including students, faculty, classified staff and administration.

IV.A.2

Administer a follow-up survey to the student population at large to identify the motivators that would likely increase the level of student participation. This identification of motivators will enhance the college's ability to more effectively address the learning needs of our students. Students' active involvement in the development of student learning outcomes will encourage and reinforce the productive process of Shared Governance.

Response:

Status: Complete. Mt. San Jacinto College hosted a Student Services focus group in May 2008 on the San Jacinto Campus. The facilitator was the Director of Marketing and Public Information. Thirteen students, who ranged in age from the early twenties to early sixties, participated in the focus group. Some were first-generation college students, while others had parents who attended vocational school or went to four-year universities. Low-income, disabled, non-traditional, and returning students participated. The students represented different areas of the district, including Temecula, Hemet, Beaumont, and Menifee. The students provided several suggestions regarding how to improve the learning needs of students. Minutes of the focus group were taken and will be distributed to the appropriate departments.

STANDARD IV.B. Action Plans

IV.B.1

Develop a Board of Trustees self-evaluation process.

Response:

Status: Complete. The Board of Trustees with the assistance of the President's Office and the Accreditation Liaison Officer developed and approved a formal procedure and process for annual self-evaluation. The Trustees completed their first evaluation using this new process and procedure, reported the results of those findings and is currently in the process of completing the second evaluation. The Trustees agreed that in the future the self-evaluation will take place every two years in the odd year so that the evaluation can be completed with a full complement of the Board of Trustees in a non-election cycle.

IV.B.2

Proceed with the administrative restructuring plan.

Response:

Status: Complete. The administrative restructuring plan has been completed based on present institutional needs. The administrative structure, as well as all staffing plans, will continue to be revisited as the college grows and faces unknown budget and demographic changes. Administrative restructuring continued to evolve as recently as 2011 with all changes being based on current Program Reviews, institutional needs and available resources. The restructuring will continue to evolve in the district's effort to provide greater efficiency and meet the institutional goals and priorities to support student success, provide a quality education and meet the mission of the college.

IV.B.3

Implement core goals and values as an institutional priority.

Response:

Status: Complete. The Board of Trustees approved the 2010-2011 Institutional Goals on August 12, 2010. These five goals were developed with measurable outcomes that are reasonable and realistic in support of the college mission statement. The goals were further developed through the Institutional Planning Model that revolves around the Institutional Planning Committee and emphasizes a continuous "Plan, Do and Review" cycle.

At the same time each sector continues to update their division's goals to evolve and support the priorities established and approved by the Board of Trustees. The college is presently in the process for reviewing those goals, updating their expectations and outcomes for the 2011-2012 academic year, fully recognizing that the goals have and will take more than one year to attain depending on resources and by their nature some could continue to be on-going.

IV.B.4

Formalize and communicate a transition plan to a multi-college district.

Response:

Status: Suspended. Due to the current state budget situation and other district priorities following the direction of the Board of Trustees the multi-college structure is not appropriate at this time and the discussion has been suspended until it is deemed feasible and worthy of future exploration.

IV.B.5

Link Program Review of all sectors to budget development.

Response:

Status: Complete. Working through the Instructional Program Review Committee, Program Review has been linked and guides institutional planning and assessment via the Integrated Planning and Allocation cycle to provide rationale, guidance and a process for college-wide planning and budget development. This past year the Institutional Planning Committee working with other Shared Governance committees has revised a the process for budget development and forms that include the new Resource Allocation Proposal and Prioritization Allocation Rubric where by all requests and allocations are directly linked to Program Review and assessment.

Program Review for all units and divisions is linked to the college's budget development. Resource Allocation proposals for all areas are reviewed by the Budget Committee regularly.

IV.B.6

Encourage and support further staff development funding.

Response:

Status: Complete. Annually, the Human Resources department submits a Resource Allocation Proposal to secure additional funding for staff development activities district-wide. Additionally, the Grants Office secured federal and state grant funding to expand and support professional and staff development activities.

Institutional Effectiveness – Program Review – Student Learning Outcomes

Program Review – Sustainable Continuous Quality Improvement

As the college's primary vehicle for the use of data and its analysis, Program Review facilitates data-driven collaborative decision-making, which, in turn, fosters academic excellence, promotes student success and maintains high-quality educational and support programs. How well does the college fulfill its mission? Do the educational and support programs promote student success? Are the planning and resource allocation processes connected, effective and efficient? Is the community involved in and proud of the institution? These are just a few of the questions asked and answered by Program Review.

At Mt. San Jacinto College, the major objectives of Program Review are:

- collect and analyze data on key progress and performance indicators, administrative unit and division plans, program activities and accomplishments
- ensure that data analysis from different departments is comparable, thereby maintaining impartial resource allocation and integrated institutional planning
- examine and document effectiveness of district programs and services
- facilitate program improvement through the analysis of course learning outcomes, administrative unit outcomes, program learning outcomes and institutional learning outcomes
- provide rationale for planning, budget, staff, facilities, curriculum and professional development decisions
- align current and future program goals with the college's mission and goals
- assist in compliance with Accreditation Standards, Federal and State law, and other legal certification requirements
- perform self-assessment annually, to continually improve the Program Review process itself

Whenever a Program Review or Annual Program Assessment proposes an increase in (non-faculty) staffing or a significant one-time or on-going (non-safety) expenditure, a Resource Allocation Proposal is generated. Ensuring that data and its analysis are linked to the institution's plans, and the progress and performance indicators for its goals, the successful Resource Allocation Proposal triggers resource allocation via data-driven collaborative decision-making.

Impartiality of resource allocation is conserved by a ranking process. Based on linkage to the Program Review and to the institution's plans and goals, those proposals which most improve the learning-centered environment earn highest priority for funding. Resource Allocation Proposals are ranked utilizing the Prioritization Allocation Rubric. Each cycle creates transparency for Program Review

participants, ensures and maintains the integrity of the Mt. San Jacinto College Program Review process itself, and holds the institution accountable to its students and community.

By facilitating data-driven collaborative decision-making, Program Review maintains productive integration of resource allocation and planning. This connection ensures that annual resource allocation continually promotes the success of current and future students, enhancing institutional effectiveness at Mt. San Jacinto College.

Program Review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement. Per Accreditation Standards and Title V, section 51022, Mt. San Jacinto College has established a three-year Program Review cycle. Comprehensive Program Reviews, and the associated unit and division plans, are required every three years. Annual Program Assessments, as well as unit and division plan updates, are submitted each of the ensuing two years.

Every three years, the program faculty and staff complete a Program Review. That is, the originator (faculty and staff) complete all Program Review online forms, utilize additional relevant data (optional), utilize two-way links with appropriate committees and colleagues and generate a Resource Allocation Proposal for proposed expenditure. Every year, unless completing a full Program Review, the originator will complete an Annual Program Assessment.

An Institutional Planning and Assessment Calendar outlines a completion schedule for Program Review, goal development, resource and budget development, and assessment. The Program Review or Annual Program Assessment, depending on the cycle, is due by October 31. Program Review or Annual Program Assessments are forwarded to the Instructional Program Review Committee for technical review and to ensure completeness.

Once approved by the Instructional Program Review Committee, the Program Review/Annual Program Assessment is forwarded to the appropriate dean for inclusion in the unit plan. Every year, by February 28, the dean assimilates the Program Reviews and/or Annual Program Assessments to create a unit plan. To complete the unit plan, the dean prioritizes Resource Allocation Proposals and identifies unit goals. After conferring with the department chairs, the unit plan is archived and posted on the Office of Institutional Effectiveness and Planning website.

Completed unit plans are forwarded by the dean to the vice president. Every year, by March 31, the vice president assimilates the unit plans to create a division plan. To complete the division plan, the vice president prioritizes Resource Allocation Proposals and adopts division goals. After conferring with the deans, the completed division plan is forwarded to the Institutional Planning and Budget Committees, archived and posted on the Office of Institutional Effectiveness and Planning website.

Mt. San Jacinto College Program Review assesses student learning and achievement. Mt. San Jacinto College's Program Review form provides data for student success, retention rates, including those based on gender, ethnicity and age, grade distribution, certificates and degrees earned, and allows input and interpretation of other relevant data.

Through the Program Review form, originators identify additional resources needed for improvement of student learning and achievement, such as additional faculty, classified staff, student aides, supplies, equipment and facilities. Moreover, these improvements are tied to planning and student learning outcome data. Provided they link to program learning outcomes, development of additional curriculum, changes to course offering patterns, improvement of student access and additional ways to improve student success are input as well.

For non-instructional Program Review, data including the number of students served and a student learning outcomes report is incorporated in assessment and improvement. Much like instructional Program Review, needs for additional staff and equipment that link to student learning outcome data are indicated.

Organized in a similar way to the instructional and non-instructional Program Review forms, the unit plan template assists the dean in assembling input from faculty Program Reviews. The unit plans are then utilized by the vice presidents to create division plans.

The goals and plans contained in or derived from the division plans house the institutional enhancements necessary to improve student learning and achievement at the course, department and division levels. Through systematic, ongoing processes, Program Review assesses and improves student learning and achievement at Mt. San Jacinto College.

The institution reviews and refines its Program Review processes to improve institutional effectiveness. The 2011-2012 Program Review Manual documents several refinements to the Program Review process that were identified throughout the 2010-2011 cycle. Added to the existing online forms and budget request mechanism were two-way links for student learning outcomes, Curriculum, and Articulation. The two-year scheduling procedure was revived in the form of a two-way link. Accreditation Substantive Change notification was also incorporated.

The student learning outcome Two-Way Link, via the eLumen database, requires faculty to enter student learning outcome data each semester. Before faculty log off the eLumen database, they are encouraged to offer input to improve student learning outcomes and Program Review. In consultation with both full-time and associate faculty members, the department chair presents student learning outcome data gathered from (both semesters of) the previous year. The department members review the data and faculty input, making recommendations for improvement. These may include offering professional development activities for instructors teaching a specific course, or revising course outlines of record. The department chair interacts with the Assessment Coordinator, ensuring that the department's student learning outcomes are appropriate.

The Curriculum Two-Way Link, via e-mail and facilitated by the Program Review Coordinator, connects the department chair and the Curriculum Committee. Each year, the Program Review Coordinator updates the multi-year course outline revision plan for each department. Those course outlines of record which need immediate revision are identified. Additionally, completion confirmation for course outline revisions identified the previous year is obtained.

Via e-mail, the Program Review Coordinator oversees the Articulation Two-Way Link between the department chair and the Articulation Coordinator. Specifically, the Articulation Coordinator alerts the department chair to new courses, whose creation promotes student access and/or success. Additionally, existing courses that require outline revisions to maintain transfer and/or articulation agreements are identified. The department chair notifies the Articulation Coordinator whenever a course to be articulated is being proposed. Finally, completion confirmation for course outline creations and revisions identified the previous year is obtained.

The Program Review Coordinator facilitates the Two-Year Schedule Two-Way Link, via e-mail, between the department chair and Student Services. Specifically, a current two-year schedule of course offerings from the department is made available to Counselors. Additionally, input from Counselors regarding student demand for the department's courses is transmitted to the department.

Finally, the Accreditation Substantive Change notification, via e-mail, requires the Program Review Coordinator to facilitate dialogue between the Program Review originator and the Associate Dean of Institutional Effectiveness, Planning and Grants. Each semester, the Program Review Coordinator works with the Associate Dean of Institutional Effectiveness, Planning and Grants, identifying those programs for which Substantive Changes will require Accrediting Commission for Community and Junior Colleges notification.

These refinements are improving institutional effectiveness. By formalizing constant, meaningful communication regarding student learning outcomes, curriculum, articulation, two-year schedules and Substantive Change, these processes, necessary for student success, remain continual and effective.

Self-Assessment of Program Review is performed annually by the Instructional Program Review Committee. Consistent with the integrated planning process, annual goals and associated objectives are generated each spring. The following spring, measurable outcomes are assessed using data gathered from surveys and input collected by the Program Review Coordinator.

The results of Program Review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. The following statements derive from recent Annual Program Assessments completed in the 2010-2011 year.

With regard to student learning outcome assessment tools, the Program Review originator from the Administration of Justice department noted: "...it is difficult to obtain accurate data at this time from the associate faculty. This will be addressed with trying to maintain the same instructors for certain classes to ensure continuity in instruction and the capturing of learning assessments. In addition, a form will be provided at the start of each semester to each instructor with the student learning outcomes for their class and what is expected."

With respect to student success, the originator from the Alcohol/Drug Studies department noted: "...there is a certain population of student who enters this program who has learning disabilities as well as physical disabilities. Legal histories may also affect the success of the student. These students are referred to other student services on campus (DSPS and the Learning Resource Center) and also discuss

issues with the Coordinator of the Program who refers then to outside agencies. A variety of teaching methodologies are used in the classroom to reach all students. “

In Anthropology: “For both the 101 and 102 assessments that we have done in the past, we have found that in the majority of the cases the instructors are scoring the assessments in a similar fashion and the students are getting the concept related to the student learning outcome.”

From the English department at the Menifee Valley Campus: “Both English 101 and 098 were assessed via norming sessions in which faculty gathered to discuss results and make recommendations whether or not to modify the courses based on this assessment process. A common in-class essay was used for English 101 and a paragraph revision exercise was used in 098. In both instances, instructors were directed to distribute the exercise around the mid-point of the semester and separate the results into three groups (Excellent, Average, Poor) before returning them to a drop box in the English department. In both norming sessions, the group found a general agreement in how the exercises were assessed and therefore made no major recommendation for revision to the courses”

In the Learning Skills Program on the San Jacinto campus: “... a review of the student learning outcomes indicated that several course numbers should be changed from 70 level (degree applicable, not transferable) to 50 level based on the course content (see above). LNSK 079 was reviewed. It was found that the content was too rigorous for a 2 unit course and that content was at both the beginning and advanced levels. As a result, content was split and two new courses were created: LNSK 079A and LNSK 079B. The old course was deactivated.”

Regarding their student learning outcome rubrics, the Photography department at the Menifee Valley campus noted: “As a result of the rubrics in place students are successful at acquiring current skills sets relating to the industry standards. These rubrics and the Comprehensive Project Outlines are developed and have evolved based on student need and departmental faculty meetings.”

With respect to a common three-part final exam utilized by the World Languages department at the Menifee Valley campus, it was noted: “Initially there was a concern because we, as a department, determined that if a student failed any part of the final exam they will fail the course, but after speaking with the faculty and a couple of selected students, we agreed that the initial assessment was correct and the most motivating factor for student success. Consequently, every fall semester, at our department meeting, we discuss our student learning outcomes and our assessment process to assure a successful academic school year.”

In the Learning Resource Center on the Menifee Valley campus it was noted: “...for both student learning outcomes and program learning outcomes, we need to either 1) revise them so they are more measurable, or 2) design assessment tools that will more readily identify areas for improvement. Given what we’ve measured, we’re doing an adequate job, but we certainly need to stay abreast of changes and keep evaluating the ever-evolving student needs.”

At Mt. San Jacinto College, Program Review promotes a culture for which improvement of programs and student achievement and learning is of highest priority.

Student Learning Outcomes

The 2010-2011 academic year had as a major goal the significant development and assessment of student learning outcomes (SLOs) in preparation for the Accreditation Self Study and Site Visit scheduled for October 17-20, 2011 and to move markedly forward to be at the proficiency level, as defined in the ACCJC rubric, by fall 2012. The college's commitment to accelerating SLO development was manifested by the creation of a faculty Assessment Coordinator and an Assessment Council

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 of Assessment Coordinator 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. In the fall of 2010, an Assessment Coordinator was appointed. The role of the Assessment Coordinator has also been defined as providing 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 (Resource Allocation Proposals).

Although a framework for defining student learning outcomes has been formalized, the assessment of student learning outcomes has traditionally been somewhat informal and taking place in isolation by faculty and departments on an infrequent basis. The Assessment Coordinator is resolving this problem 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 was to have this completed by the end of fall 2010. Each course was required to have a total of three student learning outcomes to assess. Formal assessment of the student learning outcomes for the two courses took 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:

1. developed a webpage for cataloging and publishing student learning outcome and assessment data
2. met and trained faculty/departments on student learning outcome and assessment practices
3. presented assessment information during the fall 2010 and fall 2011 Faculty Convocation

4. developed a database (eLumen) 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 2010-2011 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:

1. developed a Student Learning Outcome and Assessment Lifecycle supplementing the Institutional Planning and Assessment Calendar
2. presented Assessment model/practices to faculty, classified staff and administrators at the fall 2010 and 2011 Faculty Convocation and State of the College days
3. approved, after analyzing several platforms, the eLumen SLO software tracking program

Although the college has had an SLO Committee which had been advising and assisting faculty in writing SLOs it was discovered that some SLOs were incomplete or incorrectly archived. It was estimated by the Assessment Coordinator in the fall of 2010 that only 17 percent of courses could be identified as having SLOs written. The Assessment Coordinator made the priority for 2010-2011 to aggregate the number of SLOs to properly represent faculty input and to provide significant training opportunities to those faculty who needed to write and/or update SLOs. An objective was established through the Assessment Council to have three learning outcomes identified for every course by fall 2010, and for each department to assess two courses in the spring 2011 semester.

Through a series of workshops and one-on-one instruction the number of SLOs written and validated by the end of the spring 2011 semester had risen to 76 percent. On the programmatic level learning outcomes were identified for all programs and are published in the 2011-2012 college catalog.

The new Assessment Council was instrumental in advising and advocating for the adoption of the eLumen software system to track and assess SLOs. The software (eLumen) was purchased by the district and installed in February 2011 with activation of the system and entry of SLOs shortly thereafter.

Below is the summary of the progress for academic programs as of June 30, 2011:

ACADEMIC DISCIPLINE	% of courses completed with at least one SLO
Administration of Justice	100
Alcohol and Drug Studies	0
Allied Health	5
American Sign Language	62.5
Anatomy and Physiology	100
Anthropology	94.4
Art	37.9
Astronomy	0
Audio/Visual Technology	90
Automotive and Transportation Technology	69
Biological Sciences	45
Business	52.9
Chemistry	50
Child Development and Education	83.3
Communication Studies	87.5
Computer Information Systems	59
Dance	84.2
Diagnostic Medical Sonography	0
Earth Science	0
Engineering: Drafting Technology	100
English	64.2
English as a Second Language	25
Environmental Studies	40
Fire Technology	100
Geography/Geographic Information Systems	100
Geology	0
Guidance	29.4
Health Science	100
History	12
Humanities	0
Learning Skills	100
Legal Assistant	50
Library Science	100
Management and Supervision	100
Mathematics	82.6
Multimedia	88.2
Music	90
Nursing	39.3
Nutrition	0

ACADEMIC DISCIPLINE	% of courses completed with at least one SLO
Philosophy	88.9
Photography	100.0
Physical Education	100
Physics	16.7
Political Science	60
Psychology	69.2
Public Administration	N/A
Reading	0
Real Estate	52.9
Sociology	100
Theater Arts	62.1
Turf and Landscape Management	45.5
Viticulture, Enology and Winery	100
Water Technology	54.5
World Languages	73.1

The information above is based on the files that have been submitted to the Assessment Coordinator as of June 30, 2011. It is expected that additional SLOs have been written throughout the summer and that these percentages of completion will increase by fall 2011. Full reports from eLumen will be available beginning in fall 2011.

DIVISION PROGRESS

Throughout the 2010-2011 school year there was a heightened communication from the Office of the Vice President of Instruction on the importance of completing SLOs and improving assessment within the division. 100 percent reassigned time given to support a faculty Assessment Coordinator. This position serves as a liaison with the Assessment Council and the Office of Institutional Effectiveness and Planning. The Assessment Coordinator was introduced to the full time faculty at the regularly scheduled fall 2010 Convocation prior to the start of the fall semester with a series of presentations, including the Superintendent/President to reinforce the importance of assessment. The objective was to increase the amount of productive dialogue between faculty and “one of their own” to move assessment and especially SLO development forward.

To provide the professional development necessary for the Assessment Coordinator the Office of Instruction hired a consultant for fall 2010 to develop a strategy for improvement. In addition, the Assessment Coordinator was provided funding to attend conferences/workshops throughout the academic year including:

- The Washington Center – Learning Community (June 2010)
- WASC Assessment Retreat I (September 23-24, 2010)

- Strengthening Student Success Conference – RP Group (October 6-8, 2010)
- WASC Assessment Retreat II (October 21-23, 2010)
- MSJC Faculty Department Chair Academy with Presenter Amy Driscoll (January 28, 2011)
- WASC Academic Resource Conference (April 5-8, 2011)
- WASC Assessment Leadership Academy – (March 2011-January 2012)

Off Campus Centers and Distance Education

Mt. San Jacinto Community College District covers 1,700 square miles in central and southwestern Riverside County, one of California's fastest-growing and most dynamic regions. As a single college district with four learning sites, Mt. San Jacinto College uses many off site locations to serve students through the region.

Menifee Valley Campus

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. By the end of its first year, there were 2,100 students attending classes at the Menifee Valley Campus. Today the campus serves more than 11,000 students each semester.

The Menifee Valley Campus provides students with a full array of student support services from Counseling, Enrollment, Financial Aid, and Disabled Students Programs and Services (DSPS) Offices, to a Writing Center, Math Center, and tutoring services. The Menifee Valley Campus offers academic credit, basic skills, and General Education transfer courses as well as non-credit Adult Education classes, English as a Second Language, and Continuing Education Classes.

Centered at the Menifee Valley Campus are key Career and Technical Education (CTE) programs. The Nursing and Allied Health program offers Registered Nursing, Medical Diagnostic Sonography, Emergency Medical Technician, Certified Nursing Assistant, and Medical Assistant programs. The Child Development Center provides the Child Development Education program with classroom space, internships, and observation opportunities. The Business and Technology building houses the Business, Computer Information System, Multimedia, Photography, and Digital Arts programs.

On May 19, 2011 State officials, faculty and classified staff gathered at the Menifee Valley Campus to celebrate the groundbreaking for a new Social Sciences and Humanities building. This classroom building is more than 33,800 gross square feet and will add eight classrooms, seven labs, meeting rooms, 16 faculty offices, and two assembly rooms. The Social Science and Humanities Building is scheduled to open in fall 2012.

The district Final Project Proposal for a new Science and Technology Building has been approved by the California Community College Chancellor's Office and is waiting for a State Bond for funding. The district also submitted two Final Project Proposals, with its Five Year Plan, to the California Community College Chancellor's Office for a new Student Services Building and a new Nursing and Allied Health Building.

Temecula Education Complex

The Temecula Education Complex (TEC) is a 28,000-square-foot educational facility that opened for its first classes in April 2008. Located in the corporate center of Temecula, right off the 15 freeway, it is a convenient location for residents of the southwest corridor to access day and evening college classes and services. The complex features easy access to a full schedule of General Education classes designed for completion of an AA, AS or as a base for transfer to a four-year college or university.

The TEC site offers a variety CTE programs that allow students to complete, in a relatively short period of time, Certificates of Achievement in high demand employment sectors. Certificate programs include Administration of Justice, Legal Assisting, Water Technology, Real Estate Appraisal and Real Estate Licensing, Records Management, and Computer Applications certifications.

Fee based, not-for-credit seminars and classes are offered to meet the needs of the entire family through the district Continuing Education department. Several categories of classes are offered in Business and Careers, Arts and Leisure, College for Kids, and Computer Technology. In addition, free classes in English as a Second Language (ESL) and Adult Basic Education are offered at or near the TEC.

A full array of student services are also available at the TEC including tutoring, supplemental instruction in some subject areas, electronic access to the Mt. San Jacinto College library, services for students with disabilities, enrollment assistance, assessment and educational counseling. A student lounge and study areas with internet access are available on a limited basis.

San Gorgonio Pass Campus

In spring 2008 the district opened a Service Center in the San Gorgonio Pass in order to assist students with their enrollment, counseling and assessment needs. Mt. San Jacinto College offered a limited number of night courses at Banning and Beaumont High Schools in order to serve students in this area. On November 2, 2010 the district opened its San Gorgonio Pass Campus that not only offered enrollment and counseling services but in spring 2011 also offered daytime and evening classes. The San Gorgonio Pass Campus has four classrooms, counseling, enrollment and offices and restrooms in modular buildings.

Classes offered at the San Gorgonio Pass Campus include General Education needed transfer to four-year institutions, Administration of Justice, and Child Development. In addition to credit courses, the district's Continuing Education Office offers many fee based, not-for-credit seminars, and career classes at the San Gorgonio Campus.

Over the years Mt. San Jacinto College has developed strong relationships with the high schools in the San Gorgonio Pass area. In order to preserve these relationships night classes are still being offered at Beaumont and Banning High School. Classes offered at the local high schools include, Computer Applications, Introduction to Business, and Introduction to Computers, Political Science, and History.

Additional Off Site Locations

One of the most important goals of the college is to build and maintain partnerships with its communities and service areas. Several departments at the college offer programs in cooperation with agencies or businesses. One of the most critical partnerships between the business community and the college is between the Allied Health and Nursing programs and local hospitals, convalescent hospitals, emergency response service providers, and clinics that provide clinical placements for students in those programs. Further, in order to meet the needs of students, Mt. San Jacinto College partners with many outside agencies to offer specific programs. The following are examples of these partnerships:

City of Perris & the Perris Union High School District—Beginning in October 2010, the district began offering a training program in the City of Perris for the maintenance and repair of Honda vehicles. Offered in partnership with the City of Perris and the Perris Union High School District this partnership provides students with hands-on experience in light maintenance and repair, such as rotating tires and checking brakes and steering systems. The course prepares students for jobs with Honda dealerships. Mt. San Jacinto College provided resources for a smart room for instruction and equipped the shop with 16 computers. Tools, cars, Online University access and equipment were provided by American Honda.

Western Center for Archaeology and Paleontology —Mt. San Jacinto College offers a course entitled, "Archaeological Excavation" as well as laboratory and survey courses in archaeology at the Western Center for Archaeology and Paleontology in Hemet, California. Two members of the anthropology faculty, serve as technical advisors for the dig site, assisting with site design, review of interpretive materials and preparation of the physical site for teaching. The Simulated Dig Site serves as an unequaled laboratory setting for college students to learn the scientific process involved in an excavation. The site is constructed with a pre-arranged pattern of artifacts to demonstrate cultural change over time; the artifacts and replicas are arranged in layers of dirt that vary by color, texture, grain size and compaction, so that students will learn by experience.

EMWD and WMWD—The Eastern Municipal Water District (EMWD) and the Western Municipal Water District (WMWD) have both partnered with Mt. San Jacinto College to offer Water Technology Courses at their facilities. This partnership has provided students of Mt. San Jacinto College with state-of-the-art equipment and facilities.

In addition to the partnerships listed above the district offers courses at Nuvview Elementary School, Hemet Academy for Applied Academics and Technology, Soboba Springs Golf Course, and the Murrieta Fire Station.

Distance Learning

The Mt. San Jacinto College Distance Education (DE) program hosts over 350 sections of classes via the Blackboard server. The program has a 92 percent fill rate and continues to grow exponentially.

In 2000 there were two online courses, and as of spring 2011 there were 350 sections of over 90 distinct courses. Mt. San Jacinto College has offered over 400 sections in past semesters, but due to the economic situation, course sections have been adjusted down and online courses were part of that attrition. In spring 2011, Mt. San Jacinto College offered 129 distinct online courses with 283 fully online sections and 73 hybrid (blended) sections.

There are two Distance Education Network Coordinators (full time faculty members given release time) to support the 250 part-time and full-time DE faculty with planning online course development that are often called in for emergencies. There is also a part-time Helpdesk technician who serves as support for both the DE and the Instructional Technology Services faculty and student requests. A grant-funded (Title V) part-time faculty resources person assists with student success initiatives related specifically to Distance Education.

Mt. San Jacinto College uses the same standards and processes for hiring and evaluation for all faculty regardless of delivery modality. The college relies on the state minimum qualifications for each faculty position. An equivalency policy and procedure is in effect for applicants requesting equivalency. Prior to teaching online, faculty are required to undergo training on the college's course management system and effective instructional methods in an online environment. These online teaching assignments are supervised by the unit dean and monitored through the Office of Instruction.

Mt. San Jacinto College has created Distance Education Faculty Readiness Standards that have been reviewed by the Academic Senate and Educational Technology Committee to ensure that Mt. San Jacinto College Distance Education courses maintain a high standard of quality.

External Independent Audit and Integrity in Using Federal Grant Monies

The district's external auditors, Vavrinek, Trine, Day & Co., LLP, perform annual audits for each fiscal year.

As outlined in the most recent audit, Mt. San Jacinto College is meeting all of the required budgeting and accounting standards and practices with no material weaknesses identified. The district responds to all annual audit findings and recommendations in a timely fashion to the best of its ability within existing financial restraints. The audit is published on the website and made available to district faculty, staff, the Board of Trustees, and the public.

The Office of Management and Budget (OMB) Circular A-133 requires a disclosure of the financial activities of all federally funded programs. As part of the annual audit, the auditors select a sample of various federal and state grants to audit. They also provide an Independent Auditor's Report on Supplemental Information which includes a Schedule of Federal Financial Aid Awards, which is the largest Federal grant that the district receives. The report and supplemental financial information can be found in the Supplemental Information section of the Financial Statements with Supplemental Information issued by Vavrinek, Trine, Day & Co., LLP.

Abstract of the Self Study

Mt. San Jacinto College has grown remarkably and made great progress since the last Accreditation Site Visit in 2005. Highlights of that progress include the completion of a new campus in the north end of the district's boundaries and an educational complex at the district's southern tip; the completion or renovation of buildings on existing campuses; the creation of new programs; and the addition of personnel. The college has also remained fiscally sound even during the unprecedented economic turmoil the state of California began experiencing in 2008.

The college has allowed its mission and goals to drive decisions that led to the progress mentioned above, including the college's current and projected sound fiscal position. In addition, the college used strategic planning and assessment data during those years of growth to help guide its progress.

This Self Study is the result of work by faculty, classified staff, students, and administrators who actively participated on the Accreditation Standards.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A. MISSION

The Mt. San Jacinto College mission statement is defined and published on the college website under *College Information*, in the college catalog, and in other prominent public documents. These documents include the Educational Master Plan, Facilities Master Plan, and the Strategic Plan, as the mission statement drives all institutional planning and decision-making. The current mission statement for the institution is published in numerous locations throughout the district, including but not limited to the website, Board room and libraries. Several Shared Governance and ad-hoc committees include the mission statement on the headers of the committee's agendas and minutes.

The mission statement is reviewed regularly by College Council and presented to the Board of Trustees for review and approval.

The most recently revised mission statement was approved by the Mt. San Jacinto College Board of Trustees on September 10, 2009 [*Board Policy 1200*].

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.

Mt. San Jacinto College's mission statement defines its educational purposes, its intended student population, and its commitment to achieving student learning.

In addition to the district-wide mission statement, individual departments – Human Resources, Instruction, Business Services, and Student Services – have mission statements.

The Accreditation Climate Survey conducted in August 2010, revealed that 80 percent of those who participated in the survey agreed that Mt. San Jacinto College’s mission statement is clearly communicated, 87 percent agreed that the mission statement clearly identifies the educational purposes of Mt. San Jacinto College, and 88 percent agreed that the mission statement supports learning.

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

Mt. San Jacinto College uses several processes to measure its effectiveness in supporting student learning.

The college has structured mechanisms to actively engage college constituents in formal and informal dialogue about institutional planning, teaching, learning, and assessment of learning outcomes. This self-reflective dialogue about institutional practices and processes takes place in numerous Shared Governance and ad-hoc committees that are held regularly.

The college has incorporated ongoing planning as defined by the Integrated Planning Schematic, Institutional Planning and Assessment Calendar, and the district’s *Closed Loop* model. The college’s integrated institutional planning model is an ongoing district-wide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission, goals, and continuously improving its programs and services.

The college uses data, evaluates its processes and procedures to allow for introspection and dialogue on its improvement. Program Review for instructional and non-instructional programs is on a three-year cycle, with an Annual Program Assessment. The Program Review process incorporates student learning outcomes (SLOs) data and student progress data such as success, retention, and graduation rates. Program Review is directly connected to the resource allocation process and planning framework.

Mt. San Jacinto College allocates resources based on priorities outlined in the Educational Master Plan, and the institutional priorities and goals within its three-year Strategic Plan. Included in the annual budget instructions is the Resource Allocation Proposal (RAP) form as well as the Prioritization Allocation Rubric (PAR) that the Institutional Planning Committee (IPC) utilizes in evaluating and scoring the submitted RAP. As part of the funding criteria, the PAR includes the scoring criterion that addresses the college’s mission and institutional priorities and goals.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. INSTRUCTIONAL PROGRAMS

Student Learning Outcomes are a part of the culture at the college. The result is that Mt. San Jacinto College is able to offer 45 associate degrees, 34 certificates and more than 100 employment concentrations in addition to the courses students need to transfer to four-year institutions.

Mt. San Jacinto College collaborates with internal and external stakeholders to assure instructional programs align with the district's mission. The curriculum process, Program Review, and the articulation process ensure that high-quality courses and programs are created and, when appropriate, transferable to four-year universities. These processes are continually assessed through the Program Review process.

Research and statistical analyses are conducted by the Office of Institutional Effectiveness and Planning. The results are used for planning purposes. Decision Support Systems (DSS) reports also provide data as it relates to section offerings, fill rates, and success rates. This data and that obtained through the Program Review and SLO process are instrumental in assessing student and program success. Faculty members are required to collaborate on SLOs and follow the SLO and PLO four-step instructional model that includes a review of the results of the assessment and a development of plans to initiate change based upon findings.

II.B. STUDENT SUPPORT SERVICES

Student support services and programs provide an integral role to Mt. San Jacinto College students and the college is dedicated to ensuring students have access to these programs and services. The programs and services align with the college mission and serve the needs of the diverse student population so that all students may best achieve their education, career, and life goals.

Mt. San Jacinto College accommodates students by providing full student support services at the San Jacinto Campus and the Menifee Valley Campus. Additional student support services are expanding to the Temecula Educational Complex and the San Geronio Campus, but all sites do offer student access to counseling, enrollment and financial aid services, and matriculation. Mt. San Jacinto College provides student support services online which extends access throughout the district and offers student access or accommodation in both face-to-face and online environments.

II.C. LEARNING PROGRAMS AND SERVICES

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Mt. San Jacinto College Library collections support student learning needs across the curriculum. Since the last Self Study, the library has expanded its book collection to 66,048 titles. Much of the growth is in electronic book (e-book) titles. The libraries now have access to 54,000 e-books, which provide easy access and enhances students' learning regardless of location. Programs and departments across the institution are supported with acquisitions of materials specific to the discipline in a variety of formats and means of delivery, including print, online, audio, and video. Students can access the Online Library Catalog via the college's homepage. The Online Library Catalog provides information and access to the libraries' collection, e-books, and audio and video holdings.

Mt. San Jacinto College offers learning support services via its two libraries located at the San Jacinto Campus and Menifee Valley Campus as well as two full service learning centers, one located in each library building. The Temecula Education Complex houses a remote learning center with computer

access and some tutor availability. The library databases and Smarthinking, an online tutoring service, are accessible from each learning center and site. The librarians maintain memberships with the American Library Association, the Inland Empire Academic Libraries Consortium, SIRCULS (reciprocal borrowing and lending library loans), and Online Computer Library Center (OCLC) and the learning centers are members of the College Reading and Learning Association (CRLA). The Mt. San Jacinto College libraries strive to meet Title 5 standards for library collections as the budget permits.

All Mt. San Jacinto College students have access to each campus' instructional programs, library, learning support center, and educational materials. The college maintains a variety of materials that are current, easily accessible, and designed to assist students achieve their educational goals, and ultimately helps the college achieve its mission.

STANDARD III: RESOURCES

III.A. HUMAN RESOURCES

Employees hired by the college are qualified personnel that support student learning programs and services. The Human Resources department follows policies and procedures for hiring faculty, classified staff, and administrators. The college ensures that each hiring process is conducted thoroughly, consistently, and in alignment with applicable regulations. These policies and procedures, which are posted on the college web site, are aligned with the recommendations of the California Community Colleges Chancellors' Office and comply with California State Labor Laws and the appropriate components in California code of Regulations, Title 5. The college's hiring practices are a collaborative process, which include faculty, classified staff, and administrators to ensure that the district yields diversity and highly qualified employees.

The district's job announcements are clearly written and include stated criteria, qualifications, and procedures for the selection of personnel. Job descriptions accurately reflect the duties, responsibilities, working conditions, reporting relationship, salary range, and benefits of the position. Each open position is advertised in a variety of advertising venues to announce vacancies to a broad range of potential candidates to establish qualified pools of diverse applicants.

Mt. San Jacinto College has procedures in place to ensure the effectiveness of Human Resources by evaluating personnel systematically at stated intervals including full-time and part-time faculty, classified staff, and administrators.

III.B. PHYSICAL RESOURCES

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Four unique learning sites comprise Mt. San Jacinto College's single college district. In total, there are 78 structures at the four learning sites: 31 buildings at the San Jacinto Campus, 41 buildings at the Menifee Valley Campus, and six buildings at the San Geronio Pass Campus. The college leases the building space at the Temecula Education Complex.

The San Jacinto Campus, serving the eastern portion of the district, serves more than 8,500 students per semester. The oldest of the district's campuses, San Jacinto Campus saw major development changes in previous decades, but much of the construction of new facilities has taken place at the other learning sites. To address the need for additional academic space, the college has expanded physical resources at this site to include additional modular classrooms and office spaces.

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. It serves more than 11,000 students per semester and is strategically placed to serve the fast growing region along Interstate 215. The campus has experienced a great deal of construction over the years, most recently the addition of the Technology Building in 2008 and the groundbreaking of a Humanities building in 2011.

In February 2008, the district opened the San Geronio Pass Service Center in the city of Banning. The center offered registration, enrollment, assessment, and counseling to students in the Pass area. Classes, however, were not available at the center. Realizing the need to accommodate rapidly increasing demands for higher education in the area, the district acquired a 50 acre site on the south side of Interstate 10 to host not only a new Service Center but complete campus facilities. The first phase of development at the new property included modular buildings housing six classrooms, counseling, enrollment, and administrative offices. In November 2010, the college moved the service center 1.5 miles southwest from its previous location on Ramsey Street to the new Westward Avenue site. In January 2011, the new campus began hosting classes. The San Geronio Pass Campus now offers day, evening, and weekend classes. For the first semester, a total of 40 classes were available.

The Mt. San Jacinto College Temecula Education Complex is a 28,000-square-foot educational facility that is currently leased by the district. Located in the corporate center of Temecula, off the 15 freeway, it is a convenient location for residents of the southwest corridor to access day and evening college classes and services. The Temecula Education Complex opened in April 2008.

In fall 2011, the Board of Trustees will receive the Facilities Master Plan. The Facilities Master Plan outlines the physical resource needs that are driven by the demand for learning opportunities highlighted within the Educational Master Plan. Specifically, the institution will use the Facilities Master Plan to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities.

Mt. San Jacinto College has the necessary elements in place to ensure the safety and sufficiency of its physical resources. Continued commitment to building quality facilities, flexibility in building design, and a commitment to collaborative decision-making will minimize the effects of varying growth, changes in program needs, and unpredictable construction costs.

The district has developed the necessary policies, processes, and safeguards to ensure that all new and modernized facilities are effectively utilized and provide exceptional quality learning environments.

III.C. TECHNOLOGY RESOURCES

Mt. San Jacinto College recognizes that technology resources are a critical component of student learning and student services, as well as a critical component of the platform that allows the institution

to operate effectively. Students utilize technology services to apply for admission, register for courses, receive financial aid, complete coursework, communicate, and receive their grades and academic histories. Faculty utilizes technology to receive rosters, perform assessment, communicate and deliver course content. Finally, the administration and staff rely on technology for procurement, budgeting, reporting, course scheduling, and student data retrieval in support of decision-making and planning.

The college uses technology to support student learning, student services, and college operations. Technology planning is integrated with institutional planning. The Technology Master Plan was completed in spring 2011 and is slated for adoption in fall 2011 at the Instructional, Technology and Communication Committee (ICTC) meeting. The draft Distance Education Plan was begun in spring 2011 and is slated for draft completion in fall 2011 by the Educational Technology Committee (ETC). With these technology blueprints developed, there is no need for additional planning initiatives.

Communication, coordination, and cooperation between and among departments allows for regular and ongoing feedback related to technology needs campus wide. A recent Accreditation Climate Survey showed 80 percent of college employees agreed that they are given an opportunity to provide input on prioritizing technology needs that affect their area.

III.D. FINANCIAL RESOURCES

Mt. San Jacinto College ensures there is sufficient financial to support student learning programs and services and to improve institutional effectiveness.

The college distributes resources to support the development, maintenance, and enhancement of programs and services. The college plans and manages its finances with integrity and is financially stable.

The total budget for all funds is \$130,030,676. Approximately 56 percent of the resources are in the General Fund. Of this percentage, eight percent is attributable to categorical, grants and parking resources. One percent of the district's resources support the Child Development Fund, 18 percent for capital outlay, four percent for the Mt. San Jacinto College Foundation and self-insurance. The remaining 21 percent are resources for student supported activities.

Mt. San Jacinto College has refined its financial planning and development process to demonstrate the linkage between resource allocation and institutional planning. Systematic and data-driven Program Review for all areas of the institution has been successfully integrated with institutional planning and resource allocation processes as demonstrated through the Resource Allocation Proposal (RAP) and Prioritization Allocation Rubric (PAR) used to score, rank, and prioritize budget augmentation requests that are supportive to the district's planning agendas. The resource allocation process is a new element in the district's planning model, having implemented three full cycles. After the completion of each cycle, the process is evaluated and assessed, thus continually evolving.

Transparency has been a key priority in ensuring the successful implementation of the district's resource allocation process. Mt. San Jacinto College maintains open fiscal communication with all stakeholders. There is frequent communication from the administration to the Board of Trustees and college community with regards to the state budget, the college budget, and how the college responds to the

changing economy. There has been e-mail communication, presentations to the Board of Trustees and “Brown Bag” sessions held on each of the college campuses. All correspondence and presentations are posted to the Budget Watch webpage for reference and information.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A. DECISION MAKING ROLES AND PROCESSES

The college recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

The administration recognizes and understands the scope of work, dedication and determination it takes for a community college to be effective. From the daily facilities’ operations to offering a quality education to the students, the goals and priorities the college has identified under the leadership of the administration supports and makes it possible to carry out the institution’s mission. Each year, goals are established and the entire Mt. San Jacinto College staff is expected to work towards the execution of those goals. The college goals are shared with the faculty and classified staff at Convocation, reported at the State of the College, as well as being posted on the college’s website. The goals, as well as reporting how much was achieved during the academic year, are shared with the Board of Trustees.

The Board of Trustees established five goals for 2010-2011 to sharpen the college's focus on its mission and core values, emphasizing the institutional leadership's commitment to excellence. The goals are:

1. Student Success
2. Fiscally Sound Position
3. Systematic Planning and Assessment
4. Institutional Pride and Organizational Culture
5. Community Partnership and Service

Staff participation in governance is wide-spread and meaningful. In fact, per the Accreditation Climate Survey, 84 percent agreed that they understand their role in helping Mt. San Jacinto College achieve its goals. Participation in the institutional planning efforts is made available through Shared Governance committees. Individuals may bring forward ideas for institutional improvement through the department chairs, deans, Vice Presidents, and constituent representatives serving on Shared Governance committees. This process lends itself to a practice whereby institutional improvement is a work in progress that can be updated, changed, and adjusted by working through the Shared Governance process.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

Mt. San Jacinto College is governed by a five-member governing board, the Board of Trustees, which is responsible for setting the institution’s policy direction to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

One non-voting student trustee also serves as part of the governing board (Education code Section 72023.6 and Board Policy 2015). The term for the elected student trustee is one year.

The Board of Trustees reviews and approves educational programs and ensures that the programs, degrees, and certificates offered are of excellent quality and are consistent with institutional purposes; annually evaluates its policies, procedures, and practices; and has an extensive internal process for revising existing and creating new Board Policies and procedures.

The Board of Trustees provides policy direction to the Superintendent/President and has followed a professional policy with respect to evaluation and employment of the Superintendent/President (Board Policy 2435—Evaluation of Superintendent/President and Board Policy 2431 – Superintendent/President Selection).

The Superintendent/President’s duties include working and communicating effectively with the communities served by the institution. The Superintendent/President also effectively controls budget and expenditures; assures the implementation of statutes, regulations, and governing board policies; assures that institutional practices are consistent with institutional mission and policies; guides institutional improvement of the teaching and learning environment; plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity; delegates authority to administrators and others consistent with their responsibilities, as appropriate; and has primary responsibility for the quality of the institution, among other duties.

The Board of Trustees effectively establishes policies that assure not only the quality, integrity, and effectiveness of college programs and services, but also assures the financial viability of the college to support program delivery.

Organization for the Self Study

During the past six years, Mt. San Jacinto College has been actively engaged in various Accreditation activities including Progress, Midterm, and Follow-Up Reports, Site Visits, Annual Reports, and Substantive Change Proposals. As such, Accreditation planning has become integrated into the college's culture, organizational structure, and institutional processes making it possible to seamlessly commence a planning structure for the 2011 Accreditation Self Study.

Planning for the 2011 Accreditation Self Study began two years ago in fall 2009. Two representatives from the Commission, Vice Presidents Dr. Steve Maradian and Jack Pond, provided a day-long training on October 16, 2009 to 22 faculty, classified staff, and administrators who were identified by Executive Cabinet and the Accreditation Liaison Officer as key leaders in the Self Study preparation process. The training provided an overview of the purposes of Accreditation, the elements of the Self Study and Site Visit, as well as the tools for successfully completing a comprehensive self-evaluation.

After the training was completed, a tri-chair structure, representing faculty and administration were identified by Executive Cabinet to lead and coordinate the Self Study process. Together with the Executive Cabinet, the tri-chairs comprised of the Associate Dean of Institutional Effectiveness, Planning and Grants/Accreditation Liaison Officer, Vice President of Student Services, and the past Academic Senate President:

- developed a timeline for completing the Self Study Report;
- identified and recruited members for the Accreditation Steering and Standard Committee;
- developed an Accreditation Self Study handbook with critical materials and resources;
- created an Accreditation Standard Writing Template for team members to use while drafting;
- identified methods for communicating issues related to Accreditation; and,
- established a website to act as a comprehensive clearinghouse for all Accreditation and planning resources.

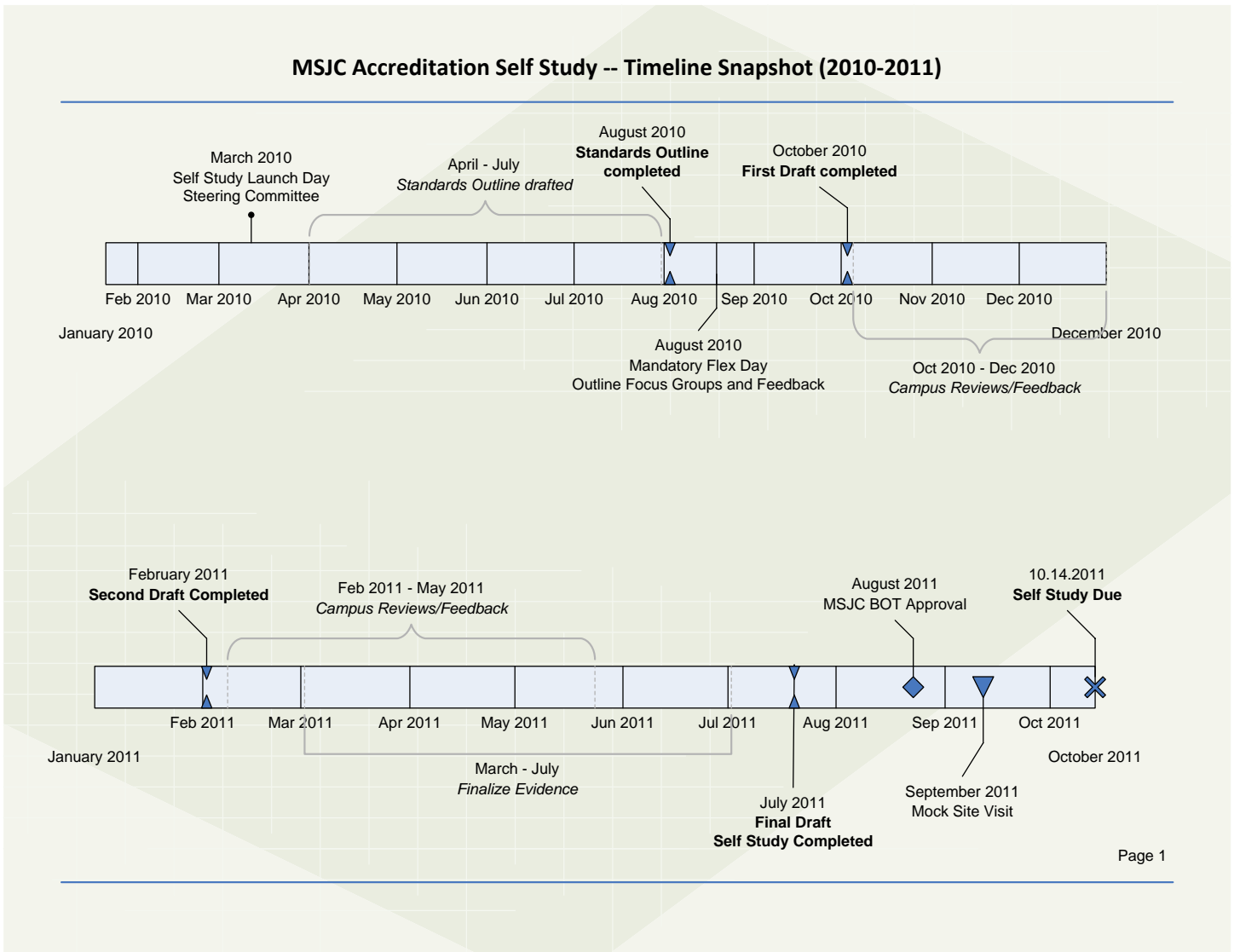
During fall 2009, the Accreditation Liaison Officer performed a concentrated communication effort to all of the constituent groups. Presentations were given to the Board of Trustees; presentations were offered for faculty during Convocation and during the State of the College for Classified employees. Additionally, at a Management Leadership meeting, administrators were updated about the process, timelines, and constituent responsibilities.

A Self Study Launch Day meeting was held on March 17, 2010, to formally begin the Self Study process. All Self Study Steering and Standard Committee members were invited. The attendees received an orientation to the Self Study process, including the timeline, a handbook outlining the timeline, responsibilities, committee membership, directions, and templates for developing the Standard drafts and identifying evidence, and key Accrediting Commission for Community and Junior Colleges guides and manuals. Documents including past Accreditation reports were also included in the handbook, given

to the committee members electronically on a USB drive and available on the Institutional Effectiveness and Planning website.

Accreditation Timeline

The following timeline was established and adhered to throughout the Self Study process, with minor adjustments as needed:



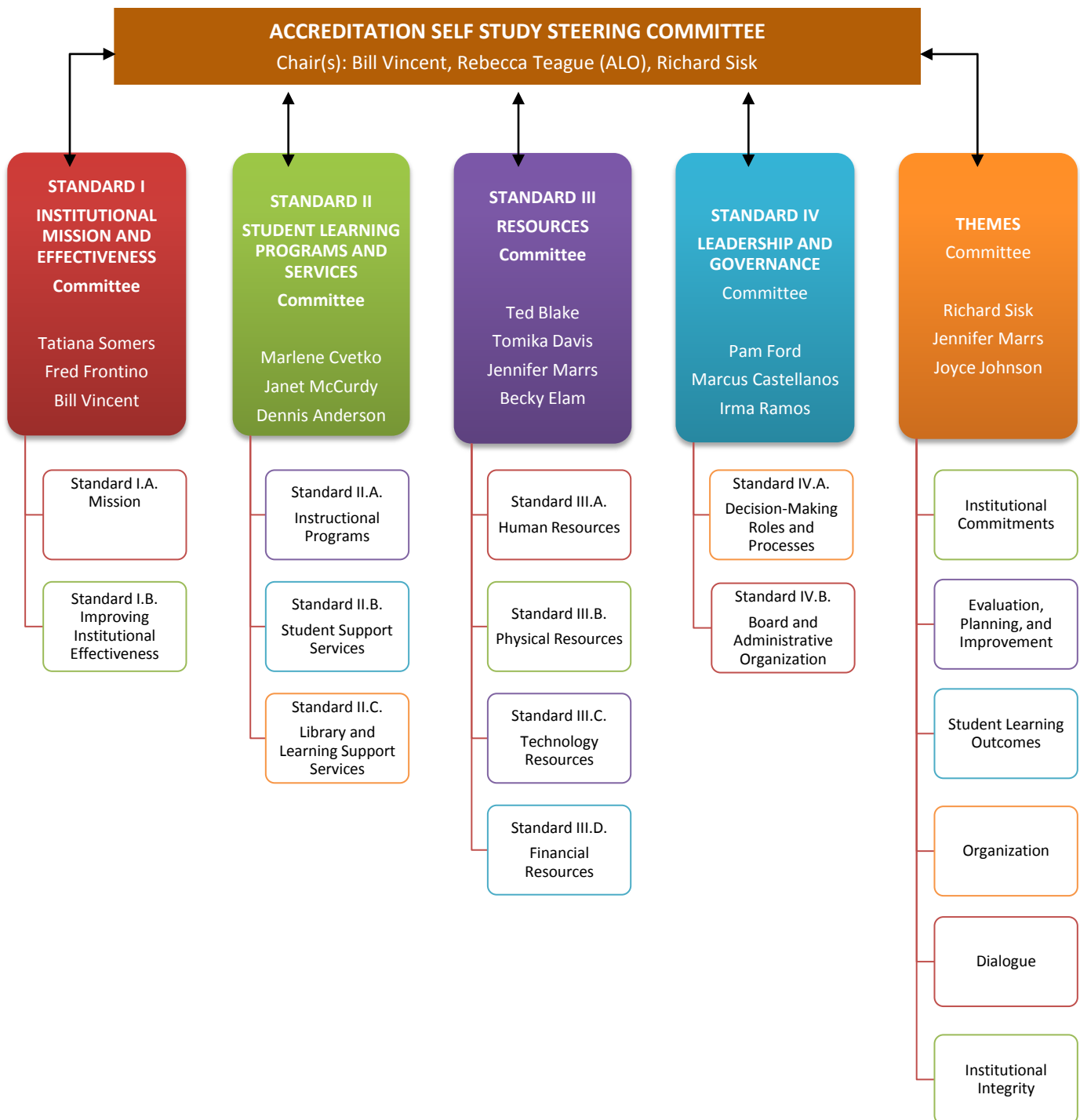
Steering and Standard Committee Structure and Responsibilities

A Steering Committee was established in spring 2010, with participation from key college leaders including the Superintendent/President and Academic Senate and Classified Senate leaders. In order to facilitate the Accreditation process and ensure full participation from all constituent groups, a tri-chair structure for each Standard was created. In addition, *resource staff* of key administrative staff was designated to assist with each Standard. To ensure that the Self Study was progressing properly and deadlines were being satisfied, the Steering and Standard Committees met monthly during the

spring/fall 2010 semesters and spring 2011 semester. To review and approve the final draft, the Steering Committee met on July 12, 2011, before the final document was sent to the Board of Trustees for approval.

STANDARD	FACULTY CO-CHAIR	CLASSIFIED CO-CHAIR	RESOURCE SUPPORT STAFF
(I) Institutional Mission and Effectiveness	Tatiana Somers	Fred Frontino	Bill Vincent Carlos Lopez JoAnna Quejada
(II) Student Learning Programs and Services	Marlene Cvetko	Janet McCurdy	Dennis Anderson Richard Rowley Tom Spillman
(III) Resources	Ted Blake	Tomika Davis Jennifer Marrs	Becky Elam Beth Gomez Susan Guarino Pat James
(IV) Leadership and Governance	Pam Ford	Marcus Castellanos	Irma Ramos Michael Connor
Themes	Richard Sisk	Jennifer Marrs	Joyce Johnson Alex Cuatok
Steering Committee	Chair(s) : Rebecca Teague, Bill Vincent, Richard Sisk Roger Schultz, Charles Hawkins, Becky Elam, Bill Vincent, Dennis Anderson, Irma Ramos, Richard Sisk, Marlene Cvetko, Ted Blake, Marcus Castellanos, Fred Frontino, Janet McCurdy, Kristen Grimes (Evidence Coordinator)		
Faculty Co-Editors	<i>Alma Ramirez and Caren Hennessey</i>		

Sub-committees were chaired by individuals representing a balance of faculty, classified staff, and administration, and included individuals knowledgeable about specific aspects of the Standards whenever possible. Student representation was solicited by the Vice President of Student Services with a member participating on several Standards. A total of eight different committees were formed (Standard I, Standard II, Standard IIIA, Standard IIIB, Standard IIIC, Standard IIID, Standard IV, and Themes).



Accreditation Climate Survey

To ensure that the Self Study would be informed by recent survey data, the Office of Institutional Effectiveness and Planning implemented a survey in fall 2010. Mt. San Jacinto College provided faculty, associate faculty, classified staff (full time and part time), and administrators an opportunity to

complete an Accreditation Climate Survey. The purpose of this survey was to assess the staff members' perceptions of the degree to which the college was fulfilling the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The results were intended to support the Accreditation Self Study, as well as provide information for assessing and improving Mt. San Jacinto College's programs and services.

A draft survey was developed and the Steering and Standard Committee members were asked to review the questions and provide feedback on them so that issues related to their Standards would be addressed. The survey consisted of 45 questions with a five point scale that related to the four Accreditation Standards and was deployed through Zoomerang, an online survey tool. A link to the survey was distributed to all staff via e-mail on August 30th and closed on September 10, 2010.

A total of 263 staff members completed the Accreditation Climate Survey which represents approximately 23 percent of the total employees (1112) at Mt. San Jacinto College.

Employee Status Survey Completion/Participation Rates

Employee Status	Number	FA 09 CCCCCO.edu Employee status	
Administration	30 (11%)	24	
Full Time Faculty	69 (26%)	148	
Associate Faculty	84 (32%)	636	
Full Time Classified	65 (25%)	304	
Part Time Classified	15 (6%)	-	
Total	263 (100%)	1112	263/1112 (23%)

The results of the survey were distributed to the Steering and Standard Committees for inclusion in Self Study drafts. Results were also disseminated to the Board of Trustees during a governing board meeting and to the college community through MSJCLinks. The Accreditation Climate Survey results were broken down for each question and then placed into three distinct categories:

- No Concerns (>70% Strongly Agree/Agree by Aggregate)
- Areas Needing Improvement (<70% Strongly Agree/Agree by Aggregate)
- High Unfamiliarity (>20% Not Familiar With Response by Position)

Writing and Editing the Self Study

The Standard Committees began working after the March 17, 2010 Accreditation Self Study Launch Day on the Standard Templates, with most committees meeting regularly. The tri-chairs met with the Standard Committees frequently to ensure that committees were adhering to the timelines and templates.

The Steering and Standard Committees met monthly to discuss updates on the progress of the committee's drafts and ensure that the project stayed on track. All committees completed a draft outline of the Standard in August 2010 and a more comprehensive outline in October 2010. A first draft

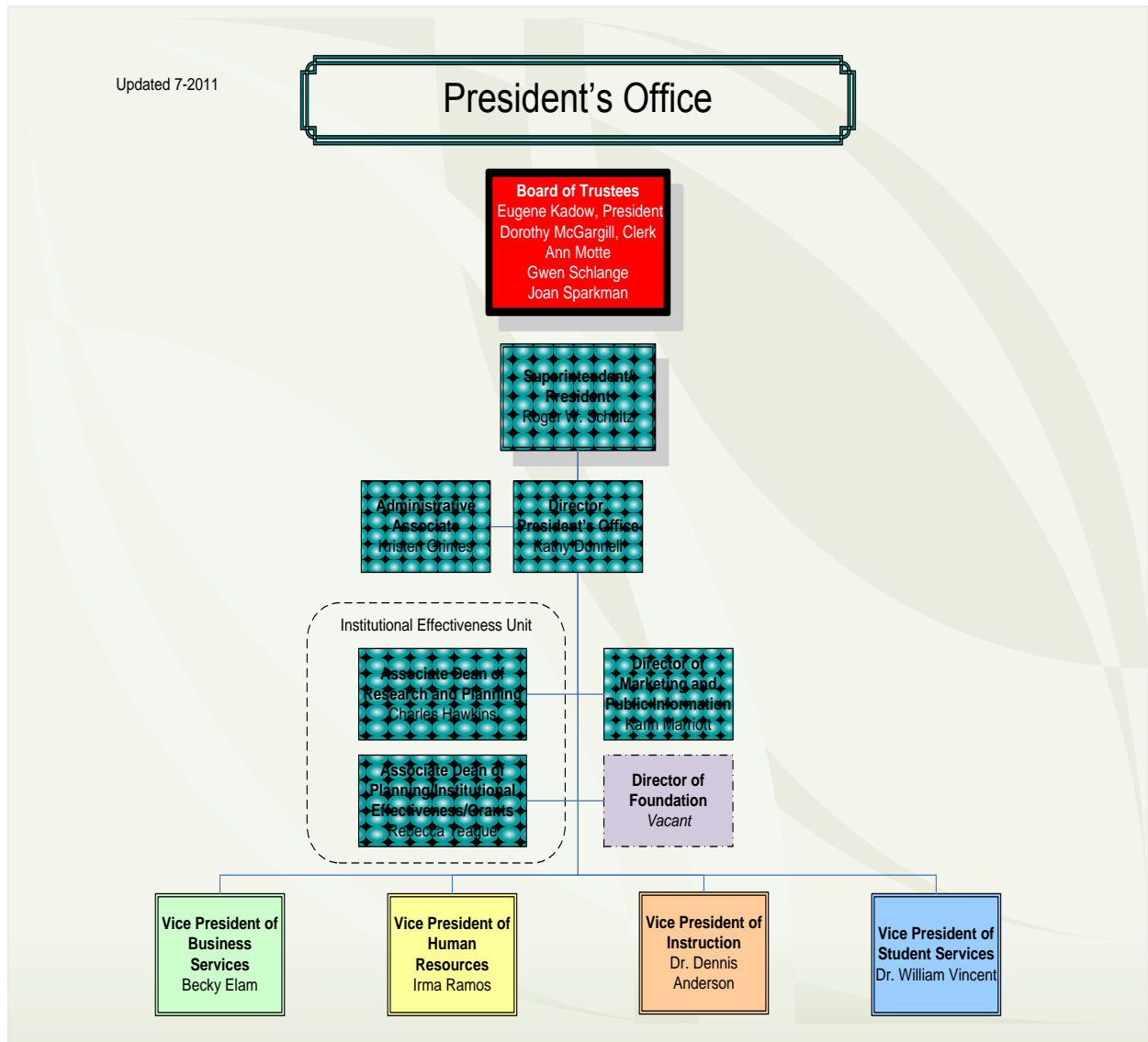
was completed in January/February 2011 after the Accreditation Liaison Officer met with each Standard Committee to provide feedback and further guidance on the draft. A second draft of each Standard was completed in April 2011. The drafts were made available to the college community via a *Wiki* for review, discussion and feedback. A website counter was used to determine the number of “hits” on the *Wiki*. Based on the counter there were approximately 365 hits to view the Accreditation Self Study draft.

Standard Committees finalized their drafts in May 2011. Over the summer 2011, the Accreditation Liaison Officer and faculty co-editors revised, edited, and completed the final draft of the Self Study. This final draft was shared with the Steering and Standard Committee members in July 2011 and sent to the Board of Trustees the last week in July.

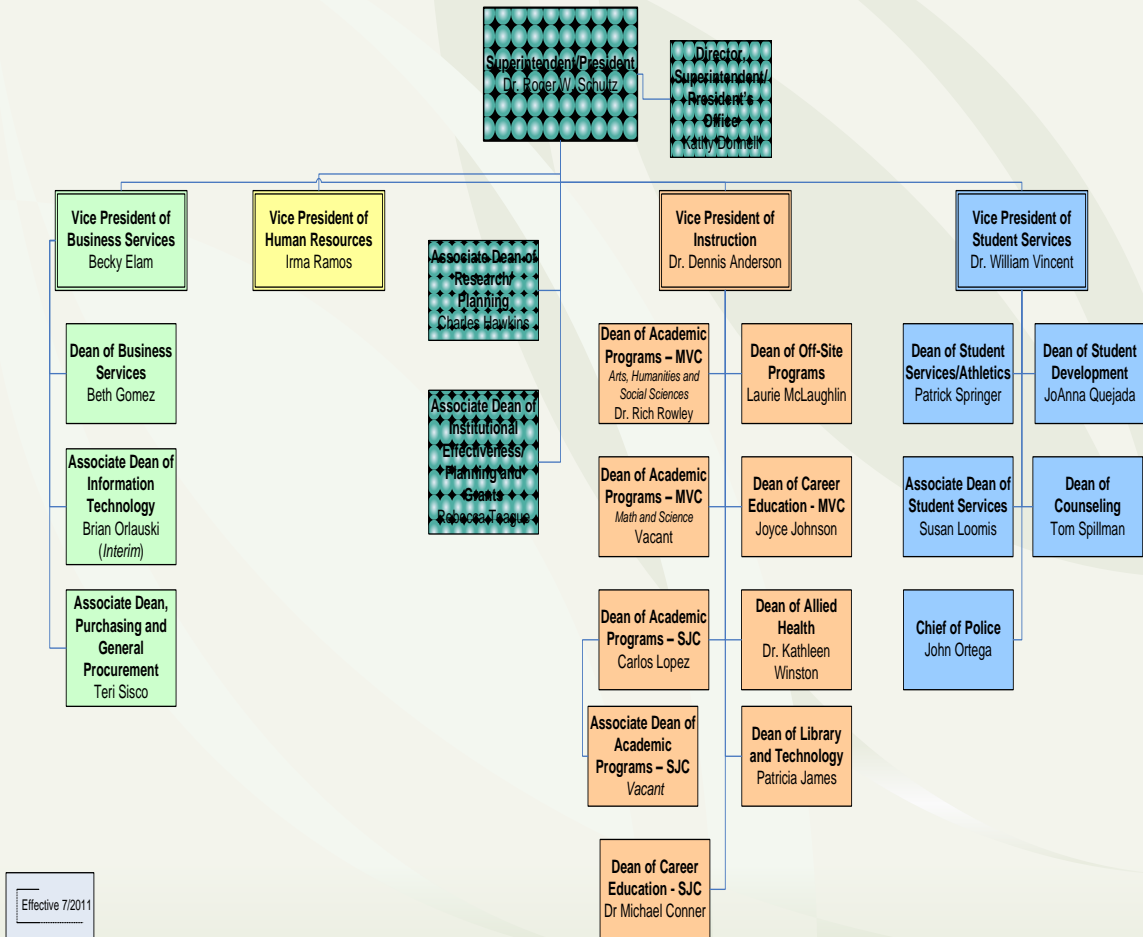
During spring and summer 2011, the committees worked to collect and identify evidence throughout each Standard. An evidence inventory was developed and used to catalog and collect all evidence used within the Self Study.

The Mt. San Jacinto College Accreditation Self Study was presented to the Board of Trustees and formally adopted on August 11, 2011. After adoption by the Board of Trustees, the Self Study document was printed and sent to the ACCJC on August 16, 2011.

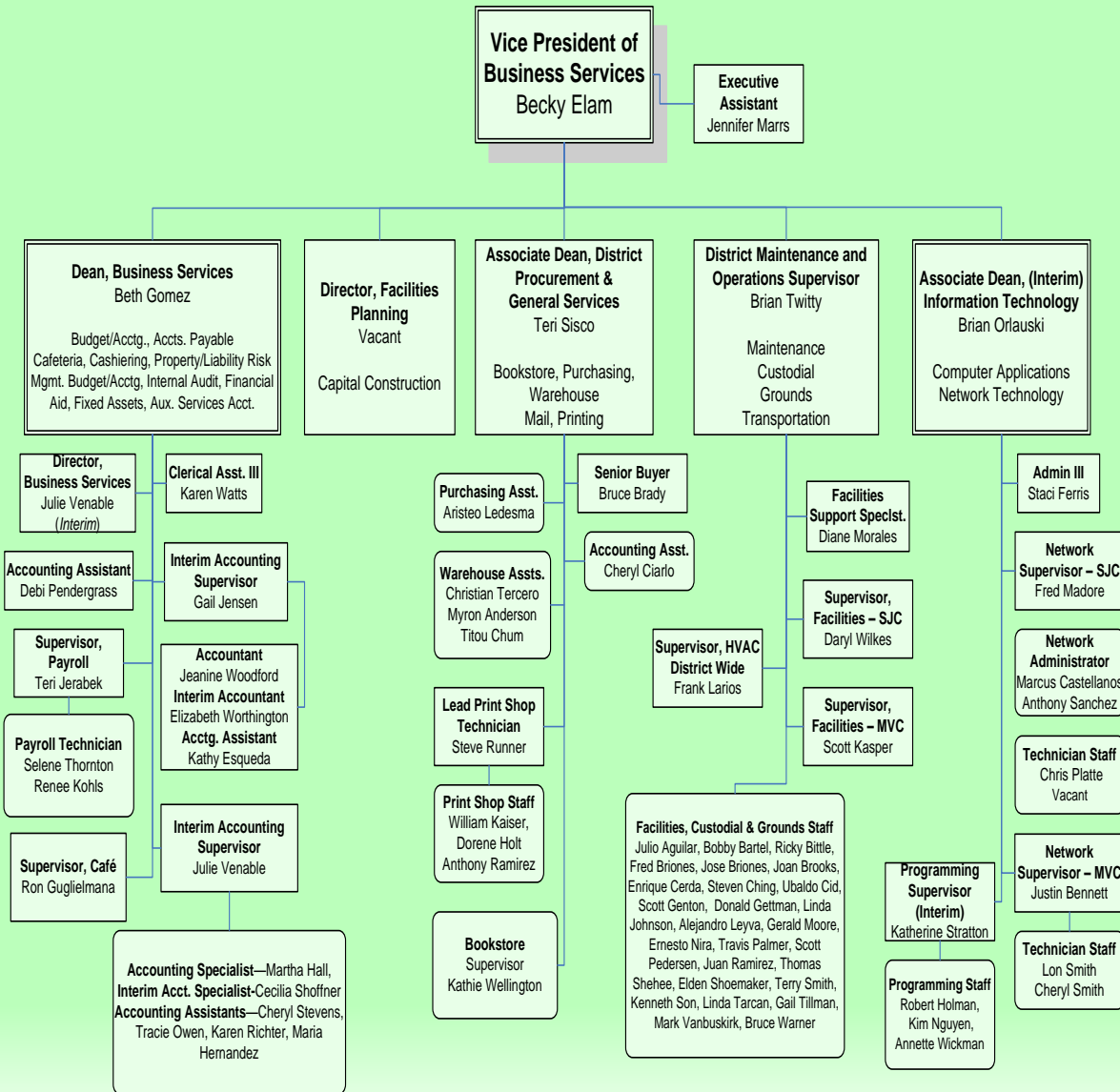
Organization of the Institution



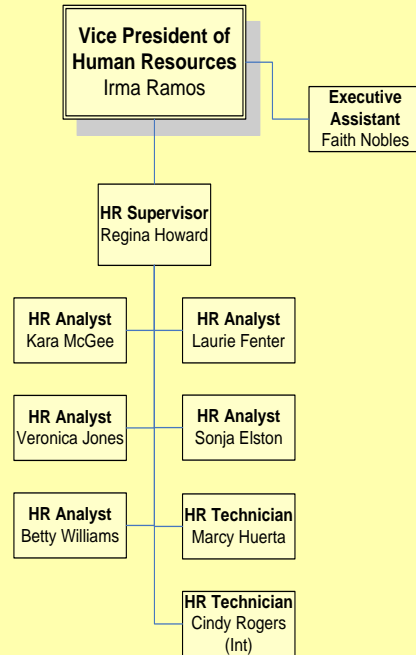
Management Leadership Team



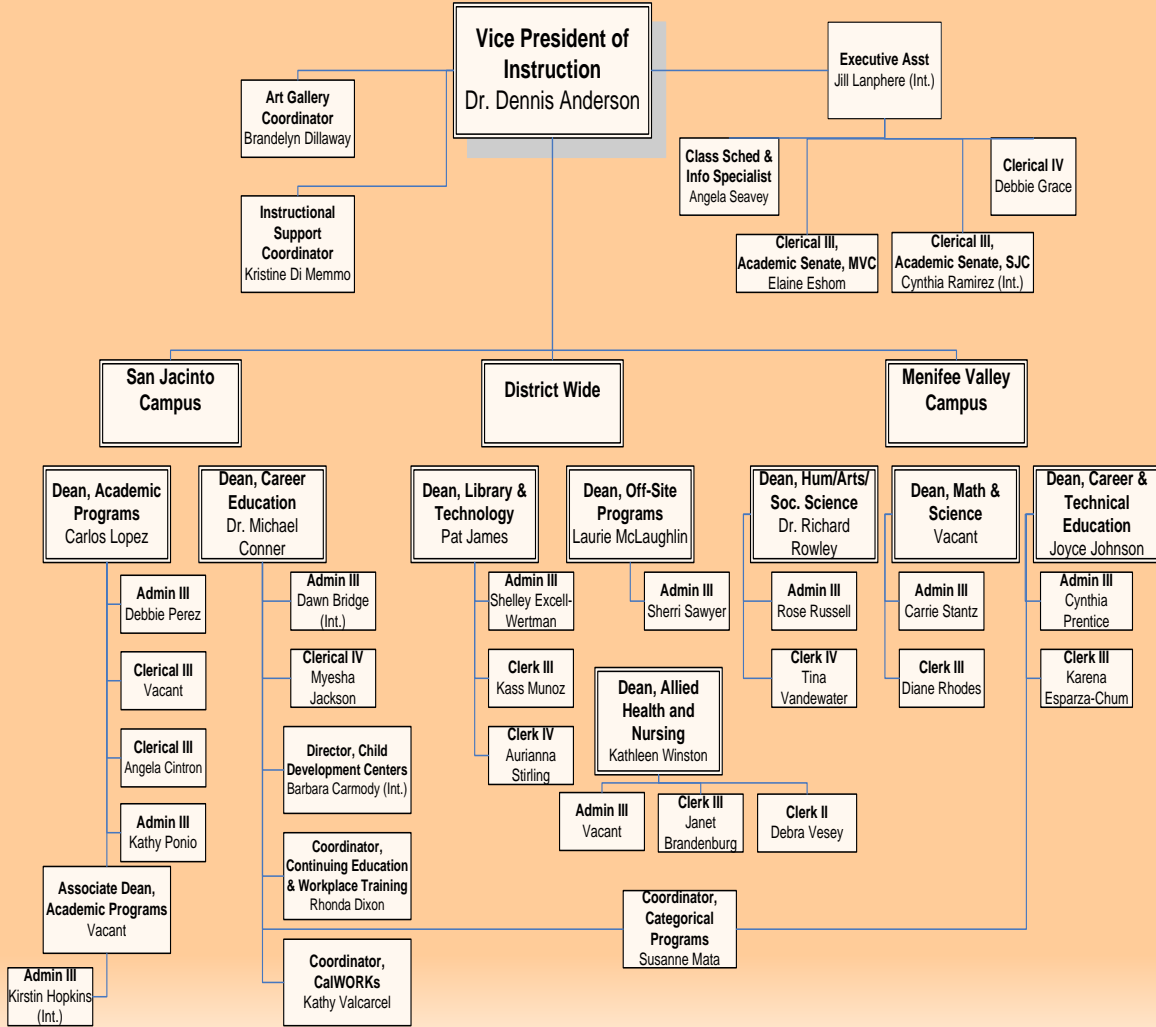
Business Services



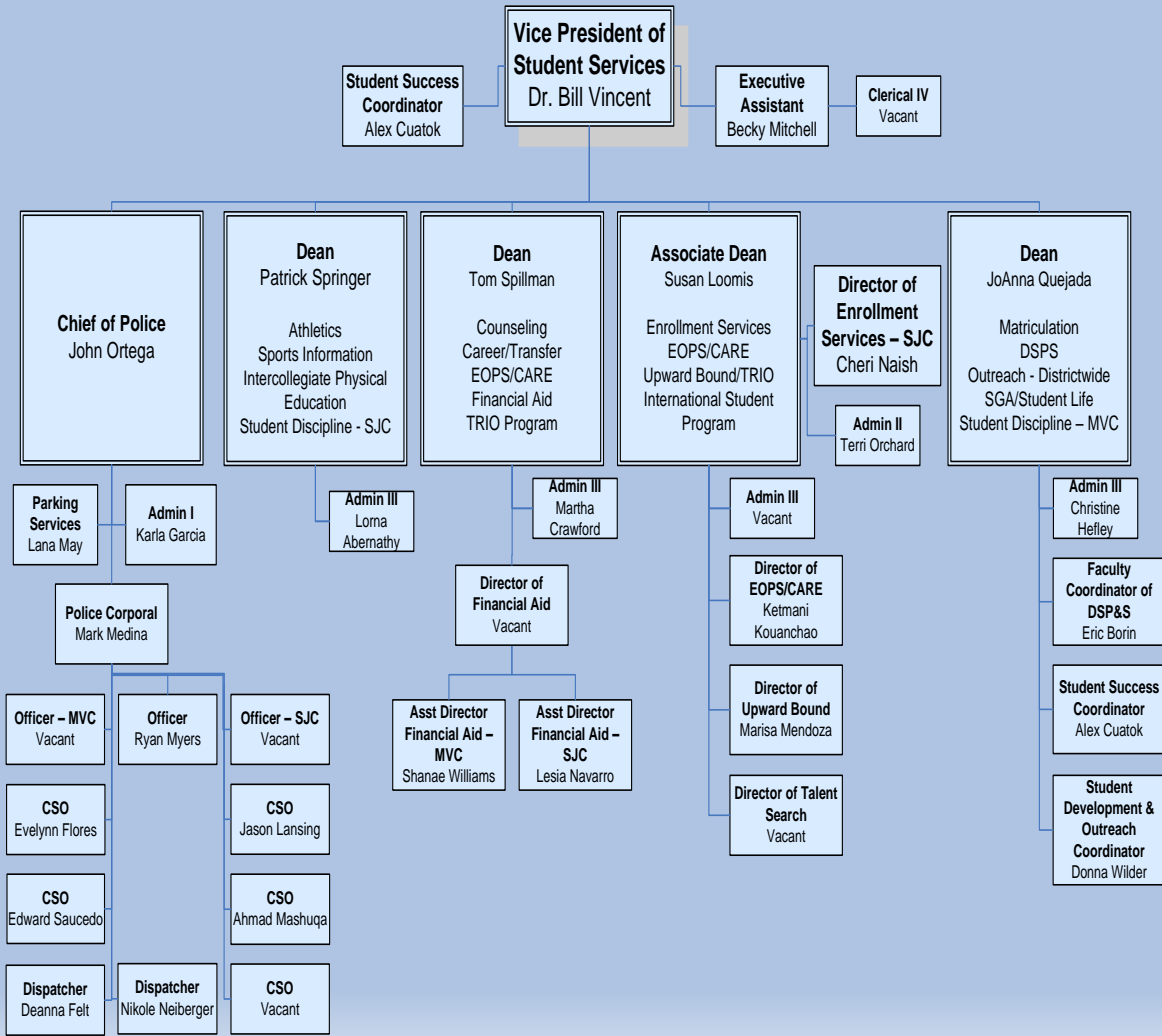
Human Resources



Instructional Services



Student Services



Certification of Continued Compliance with Eligibility Requirements

1. AUTHORITY

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdiction or regions in which it operates.

Mt. San Jacinto College, a public two-year community college, has the authority to operate as a degree-granting institution based on its continuous Accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the Mt. San Jacinto College catalog, and it can be found in several places on the college website. ([E.1](#), [E.2](#))

2. MISSION

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Mt. San Jacinto College mission statement is defined and published on the college website under *College Information*, the college catalog, and other prominent public documents including the Educational Master Plan, Facilities Master Plan, and the Strategic Plan. The mission statement is reviewed regularly by College Council and presented to the Board of Trustees for review and approval. The most recently revised mission statement was approved by the Mt. San Jacinto College Board of Trustees on September 10, 2009 [*Board Policy 1200*]. ([E.3](#), [E.4](#), [E.5](#))

3. GOVERNING BOARD

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A five-member Board of Trustees governs Mt. San Jacinto College, a single college district. Board members are elected for four-year terms by registered voters in geographical areas representative of the diverse area comprising the district. Board members' terms of office are staggered to provide continuity. The student body elects a student trustee who serves a one-year term on the Board of Trustees. The function of the Board of Trustees is to determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure that they are used to provide a sound educational program consistent with the mission and goals of the district. The President of the Board of Trustees is one of the community-elected trustees and is selected by the Board of Trustees on an annual basis.

The Mt. San Jacinto College Board of Trustees operates under an approved set of Board Policies available on the district's website. The governing board also adheres to a Conflict of Interest policy delineated in Board Policy 2710 and Administrative Procedures 2710. Annual Conflict of Interest disclosure statements for the Board of Trustees are submitted. ([E.6](#), [E.7](#), [E.8](#))

4. CHIEF EXECUTIVE OFFICER

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Roger Schultz has served as Superintendent/President of Mt. San Jacinto College since his appointment by the Board of Trustees in June 2008. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the governing board and executing all decisions of the Board of Trustees requiring administrative action per Board Policy 2430. ([E.9](#), [E.10](#))

5. ADMINISTRATIVE CAPACITY

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administrative staff size at Mt. San Jacinto College is adequate in number, experience, and qualification to provide appropriate oversight. The administrative screening process ensures that Mt. San Jacinto College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose. All staffing meet or exceed the minimum qualifications for their positions in terms of education, training, and experience. ([E.11](#), [E.12](#))

6. OPERATIONAL STATUS

The institution must be operational, with students actively pursuing its degree programs.

Mt. San Jacinto College is fully operational and has been in continuous service since 1963. Mt. San Jacinto College has an unduplicated student headcount of 25,818 students, which includes both

credit and non-credit. Mt. San Jacinto College serves students who are actively pursuing degree and certificate programs, transfer preparation to a four-year university or institution, as well as life-long learning goals. ([E.13](#), [E.14](#))

7. DEGREES

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Mt. San Jacinto College offers a wide range of educational programs that lead to associate degrees, certificates, or transfer opportunities with public and private universities and colleges. Mt. San Jacinto College offers a total of 45 degree programs and 32 certificate programs. The requirements for the degrees offered at Mt. San Jacinto College are found in the college catalog. ([E.15](#), [E.16](#))

8. EDUCATIONAL PROGRAMS

The institution's principal degrees programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Mt. San Jacinto College degree programs are congruent with the college's mission to provide a learner-centered education. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor.

Successful completion of approved programs at Mt. San Jacinto College may lead to an Associate of Arts or Associate of Science Degree; a Certificate of Achievement or Employment Concentration (less than 18 units) in a specific career or technical field; or, completion of lower division requirements for transfer with upper division standing at a four-year college or university. Each is designed to meet specific educational goals. Students may fulfill a major in any of the career and technical areas as well as several general areas by completing a minimum number of units (as specified in the college catalog) and upon completion of General Education requirements specified for a specific area. Degree opportunities, transfer courses, and certificates of achievement as well as Employment Concentrations are clearly identified in the college catalog. All degree programs are of two academic years in length. The Office of Institutional Effectiveness and Planning has data related to student success on its website. ([E.17](#), [E.18](#), [E.19](#), [E.20](#))

9. ACADEMIC CREDIT

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Institutional policies on transfer and awarding credit are specified in the college catalog and conform to the appropriate California Education Code sections in its award of college credit. Credit is assigned to courses based on the "Carnegie Unit" which expects students to complete 18 hours of work for one unit

of credit. The Curriculum Committee reviews all courses to ensure compliance with the California Education Code and Title 5 of the California Code of Regulations. Credit is awarded exactly the same regardless of the site or whether a course is offered via Distance Education. ([E.21](#), [E.22](#), E.23)

10. STUDENT LEARNING AND ACHIEVEMENT

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Student learning outcomes are currently specified for approximately 76 percent of Mt. San Jacinto College courses, with the rest scheduled for completion within fall 2011. Course level student learning outcomes are published on course syllabi and measured regularly. Program learning outcomes have been completed for each college department and are published in the college catalog. The assessment of student learning outcomes ensures that students completing the college's courses and programs (academic degrees and certificates) are achieving these expected outcomes. Both course level student learning outcomes and program learning outcomes are evaluated in the college's Program Review process, Annual Program Assessments, and directly tied to the institution's resource allocation process. Site of course offerings or mode of delivery does not influence student learning and achievement measures (outcomes and assessment).

The Curriculum Committee ensures that course outlines of record have clearly stated measurable objectives and are reviewed on a regular basis. ([E.24](#), [E.25](#), [E.26](#))

11. GENERAL EDUCATION

The institution must define and incorporate into all of its degree programs a substantial component of General Education designed to ensure breadth of knowledge and promote intellectual inquiry. The General Education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General Education must have comprehensive learning outcomes for the students who complete it. Degree credit for General Education programs must be consistent with levels of quality and rigor appropriate to higher education See the Accreditation Standards, II.A.3. for areas of study required for General Education.

Mt. San Jacinto College has three patterns of General Education courses (General Education Option A, California State University General Education Option B, and IGETC Option C) that promote the student's personal, cultural, and intellectual growth. These General Education courses of study include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). General Education courses are listed in the college catalog as well as course descriptions.

Regardless of teaching site or delivery method, courses are taught in accordance with course outlines of record and assessment of approved learning outcomes. The Curriculum Committee approves all courses and programs of study to be included in the General Education sequence to ensure quality and rigor. ([E.27](#), [E.28](#))

12. ACADEMIC FREEDOM

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

Mt. San Jacinto College maintains an atmosphere that supports academic freedom. The college's Academic Freedom Policy for faculty and students is set forth in Board Policy 5030 and appears in the college catalog. The institution's academic freedom policy is applicable regardless of site or delivery method. ([E.29](#))

13. FACULTY

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Mt. San Jacinto College employed 150 full-time faculty and 549 part-time faculty as of fall 2010. Full-time and part-time faculty are qualified to conduct the institution's programs. Faculty who meet minimum qualifications, according to the California Community College Chancellor's Office, are assigned to teach at all sites.

Information about full-time faculty including name, title, and degrees are listed in the college catalog. Information regarding part-time faculty is kept in the Office of Instruction and in Mt. San Jacinto College's Human Resources department. The course schedule lists the specific faculty assigned to teach each course for the appropriate semester.

The Mt. San Jacinto College faculty handbook provides information on faculty responsibilities, resources, and other relevant information regarding teaching and learning. References as to primary responsibilities are also contained in the faculty contract between Mt. San Jacinto College and the California Teachers Association. ([E.30](#), [E.31](#))

14. STUDENT SERVICES

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Mt. San Jacinto College provides a full range of student support services and programs that are consistent with the diverse student population and the college mission. The services and programs are published in the college catalog and advertised to students through the website and announcements in classes. Student Services include the following:

- Admissions and Records
- Student Government Association

- Athletics
- Career/ Transfer Center
- Counseling
- Disabled Students Programs and Services (DSPS)
- Extended Opportunities Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)
- Financial Aid Services
- International Student Services
- Matriculation and Outreach
- Puente Project
- Student Activities and Clubs
- Tutorial Services
- Upward Bound/TRIO
- Veteran Services

[\(E.32, E.33, E.34, E.35\)](#)

15. ADMISSIONS

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Mt. San Jacinto College adheres to the district approved admission policy (Board Policy 5010), which is consistent with Title 5 regulations and the college mission statement. The policy clearly identifies the qualifications of students that apply for admission to Mt. San Jacinto College. The admission policy is published in the college catalog and on the Mt. San Jacinto College website. [\(E.36, E.37, E.38, E.39\)](#)

16. INFORMATION AND LEARNING RESOURCES

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Mt. San Jacinto College provides its students sufficient information and learning resources and services in support of its mission and its educational programs. The institution provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and online services to meet the educational needs of students. Assistance in locating information is provided by professionally trained librarians at the two main libraries located at the San Jacinto and Menifee Valley campuses. A profile of the college's library holdings and resources is located on the institution's website. The interlibrary loan agreement with On-line Computer Library Center Inc (OCLC) is also available through the Dean of Instruction, Library and Technology. This agreement provides service to both on-campus and off-campus students during the term. In addition to this service, the reference

collection includes 1,500 non-circulating titles; the library collection includes 40,000 books that may be circulated for loan, and 300 paper format journals, magazines, and newspapers. The electronic databases, most accessible to students online, provide a resource for the students attending classes off-site. ([E.40](#), [E.41](#))

17. FINANCIAL RESOURCES

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Mt. San Jacinto College's funding base, financial resources, and plans for financial development are adequate to support the college mission, educational programs, and student support and learning services. Despite the drastic cuts in state funding to community colleges over the last several years, Mt. San Jacinto College has continued to focus on student learning, institutional effectiveness, financial stability, and responsibility. Through strategic planning efforts and a systematic resource allocation process, the college allocates funding to meet the mission of the college. District financial planning and information is under the purview of the Vice President of Business Services. The college maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

The current budget for Mt. San Jacinto College and statement of fund balances for the college's Foundation are available in Business Services. The Mt. San Jacinto College Foundation works closely with the community and the college to provide external funding whenever possible. In addition, the Office of Institutional Effectiveness and Planning works diligently to secure alternative grant funding that supports and enhances educational programs, student learning, and student success. ([E.42](#), [E.43](#))

18. FINANCIAL ACCOUNTABILITY

*The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility process.*

Mt. San Jacinto College adheres to Board of Trustee approved policies and procedures regarding all fiscal matters. Reports on audit of financials and supplemental information including report on compliance data are prepared for Mt. San Jacinto College by Vavrinek, Trine, Day & Co., LLP Certified Public Accountant and Consultant, and are available for review in the college's Business Services division. The audit firm employs *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letter to

management, and any recommendations made by the contracted audit firm on an annual basis during a public Board of Trustees session. ([E.44](#), [E.45](#))

19. INSTITUTIONAL PLANNING AND EVALUATION

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation.

The key components of Mt. San Jacinto College's integrated planning processes are its mission statement; its six-year Educational Master Plan, which sets forth broad educational priorities; its Strategic Plan, which translates the educational priorities into strategic objectives, action steps, and measurable outcomes; and its Annual Program Assessments and three-year Program Review cycles from academic, student support services, and administrative units and divisions which include evidence-based assessment, goals linked to the Educational Master Plan, and estimates of the resources needed to implement program plans. Student Learning Outcomes and other student outcome data and research informs the institutional cycles of planning, implementation, and assessment.

The data derived from the planning documents drives resource allocation decision-making. Specifically, the college uses a resource allocation model (Resource Allocation Proposal and Prioritization Allocation Rubric) that integrates planning and assessment to drive resource allocations. ([E.46](#), [E.47](#), [E.48](#))

20. PUBLIC INFORMATION

The institution must provide a catalog for its constituents with precise, accurate and current information about the college in general, requirements, major policies affecting students, and documentation.

The Mt. San Jacinto College catalog is published annually and includes the mission statement; requirements for admission, degrees, certificates, and transfer; major policies affecting students; listings of all courses and services; and all of the other information required by the Accrediting Commission. The catalog is also published on the college's website.

The college catalog as well as the class schedule, college brochures, and other information is carefully checked for accuracy and updated on a regular basis. ([E.49](#), [E.50](#), [E.51](#))

21. RELATIONS WITH ACCREDITING COMMISSION

The institution must provide assurance that it adheres to the eligibility requirements and Accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accrediting status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions, and policies and must make complete, accurate, and honest disclosure.

Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or Accreditation.

Mt. San Jacinto College and the Board of Trustees adhere to the eligibility requirements, Standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). A statement of Accreditation for Mt. San Jacinto College is published in the college catalog and on the district's website. The college fully agrees to disclose any and all information required by the Commission.

A signed letter from the Superintendent/President, assuring the district's compliance with the commission's policies, is on file with the Commission and maintained in the President's Office. ([E.52](#), [E.53](#), [E.54](#))

Eligibility Requirements: References

- E.1 [Degree Granting Approval Statement](#)
- E.2 [Authorization to Operate](#)
- E.3 [College Catalog, Mission Statement](#)
- E.4 [Board of Trustees Minutes, Mission Statement Approval, September 10, 2009](#)
- E.5 [Board Policy 1200 - Mission Statement](#)
- E.6 [Board of Trustees Biographical Information](#)
- E.7 [Board Policies - Chapter 2](#)
- E.8 [Conflict of Interest Policy](#)
- E.9 [Superintendent/President Biographical Information](#)
- E.10 [Superintendent/President Employment Contract](#)
- E.11 [Management Leadership Organizational Chart](#)
- E.12 [Management Leadership Biographical Information](#)
- E.13 [Enrollment History 2009-2011](#)
- E.14 [Schedule of Classes, Fall 2011](#)
- E.15 [Degrees Offered including Course Credit Requirements and Length of Study](#)
- E.16 [General Education Degrees Offered including Requirements of Each](#)
- E.17 [College Catalog, Degree Credit College Level Courses](#)
- E.18 [Programs that Reflect the Mission \(Includes at least one degree program that is two academic years in length\)](#)
- E.19 [College Catalog, Courses and Curricular Sequence of Educational Programs](#)
- E.20 [Location\(s\) of Educational Programs \(including list of Distance Education\) and MSJC Maps/Directions Webpage](#)
- E.21 [Board Policies, Transfer and Award of Credit](#)
- E.22 [College Catalog, Documentation of Credits Awarded](#)
- E.23 Unit Calculation Formula used to Calculate Values of Units of Academic Credit (especially for lab, clinical or other learning configurations)
- E.24 [College Catalog, Statements Establishing Student Learning Outcomes for Programs](#)
- E.25 [Student Learning Outcomes \(SLOs\) Data from Program Reviews](#)
- E.26 [Graduation, Transfer, Job Placement, Licensure Examination Pass Rate History \(as appropriate to the Mission\)](#)
- E.27 [College Catalog, List of General Education courses offered including descriptions](#)
- E.28 [Evidence of General Education Courses are of Higher Education Rigor and Quality](#)
- E.29 [BP 4030 - Academic Freedom](#)
- E.30 [Faculty Roster, FT and PT including Degrees and Experience](#)
- E.31 [Faculty Contract, Faculty Responsibilities](#)
- E.32 [Student Demographics](#)
- E.33 [Evidence of Student Needs Assessments for Services and How Those Needs are Met](#)
- E.34 [Student Services Provided that Reflect the Mission](#)
- E.35 [Special Student Populations Programs Description](#)
- E.36 [College Catalog, Admission Policy](#)
- E.37 [Enrollment Application](#)

- E.38 [Statement of Student Qualifications for Admission](#)
- E.39 [Statement of Roles and Expectations of Admissions Personnel](#)
- E.40 [Library Profile of Holdings and Resources, Including Electronic](#)
- E.41 [Agreements for Access to External Resources](#)
- E.42 [Past, Current and Proposed Budgets and Financial Statements](#)
- E.43 [External Foundation or Other Funding Support](#)
- E.44 [Certified Independent Audits, Including Management Letters](#)
- E.45 [Financial Aid Program Review/Audits](#)
- E.46 [Institutional Plans Describing the way the Institution will Achieve its Educational Goals](#)
- E.47 [Planning Documentation](#)
- E.48 [Regular, Self-reflective Evaluation of Operations and Student Learning Outcomes Results](#)
- E.49 [Public Disclosure Policies](#)
- E.50 [Recent Print or Media Advertisements](#)
- E.51 [College Catalog](#)
- E.52 [BP 3200 - Accreditation](#)
- E.53 [Other Accreditations and Standing](#)
- E.54 [Accreditation Website](#)

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

In October 2005, the Mt. San Jacinto College Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. The ACCJC Self Study Evaluation Team subsequently visited Mt. San Jacinto College 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. The seven recommendations were as follows:

Recommendation #1

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).

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 #3

The team recommends that the College develop a comprehensive plan for the development of student learning outcomes at the program and course levels, for using data about student achievement of those outcomes to assess and improve the quality and effectiveness of programs and services, and to integrate the results of the process into decision-making and planning at the College. (Standards I-A, I-B-7; II-A.1, 2, 3)

Recommendation #4

The team recommends that the College adopt and publish implementation policies and procedures designed to guide and provide consistent approaches to decisions that are critical to the operations of the College. (Standard II – B.2.c., d.; and IV – A.2.,3.)

Recommendation #5

The team recommends that the physical planning and technology planning processes be integrated with, and supportive of, the implementation of the District Master Plan, the Strategic Plan, program plans, and budget development process, and that the processes provide for participation of stakeholders. (Standard III –B.1; B.2; and C.2; D.2)

Recommendation #6

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)

Recommendation #7

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

Resolution of Recommendations

Mt. San Jacinto College was required to submit a Progress Report focused on three of the recommendations (Recommendation #2, #3, and #5) in the reaffirmation 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 accepted the Midterm Report, but required Mt. San Jacinto College to prepare an additional Follow Up Report to focus on four recommendations (Recommendation #1, #2, #6, and #7) that needed further review and improvement. The additional Follow Up Report was completed in October 2009 and accepted by the ACCJC in February 2010. An additional Follow Up Report was requested by the ACCJC to focus on one remaining recommendation (Recommendation #2).

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, classified 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.

On October 25, 2010, a two-person team visited the institution and interviewed 45 faculty, classified staff, administrators, and one Board of Trustee member regarding the institution's progress on Recommendation #2. In January 2011, the ACCJC accepted Mt. San Jacinto College's Follow Up Report and based on the evaluation team's report Mt. San Jacinto College resolved Recommendation #2. In addition, the institution received a commendation from the evaluation team: *The entire college, students, faculty, staff, leadership and Board of Trustees, are to be commended for a most improved and effective integrated institutional systemic planning environment and a culture of collaboration, enthusiasm and optimism.*

Mt. San Jacinto College has resolved all recommendations outlined by the 2005 Self Study Evaluation Site Visit Team. The following represents the status of each of the previous recommendations.

Recommendation #1

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

As part of the Educational Master Plan document, the process of developing a new mission statement for the institution was finalized in spring 2009. This timing was intentional and ensured 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 Mt. San Jacinto College Board of Trustees during the June 2009 Board meeting as an informational item on the agenda. This was followed by presentation to constituent groups during fall 2009 Convocation activities.

The 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 institution's commitment to achieving student learning. The mission statement 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 mission statement reflects a significant revision to the previous 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 Mt. San Jacinto College's student population as defined by research that went into formulating the Educational Master Plan. The population characteristics also emphasize that Mt. San Jacinto College not only serves students within its service area, but the statement also accounts for those students outside of the district who utilize the institution's 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 Mt. San Jacinto College Board of Trustees during its September 10, 2009 regular meeting. The district mission statement is placed in prominent locations on campus, on the web, and in printed materials. The Mission Statement task force reconvened in early spring 2010 to develop a values statement to complement the new mission statement.

Per Mt. San Jacinto College Board of Trustees Board Policy 1200, the mission statement of Mt. San Jacinto College 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.

The college has resolved Recommendation #1.

Recommendation #2

Recommendation 2.1 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.

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 four academic years.

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 an Annual Program Assessment. The Assessment 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.

The information contained in the Annual Program Assessment 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 Office of Institutional Effectiveness and Planning 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.

Based on a review of institutional data related to student learning outcome and assessments, currently 76 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 2011 term.

Data gathered from assessments and reviews are forwarded to College Council and utilized to inform institutional plans, goals, and budget allocations relative to identified areas of improvement. The college has made great progress on the assessment of its instructional programs, services and administrative units at the college. Although several programs and services still need to complete the assessment process, the institution expects that all assessments will be complete by the 2012 ACCJC deadline for assessment of student learning outcomes.

Recommendation 2.2 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. 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 Resource Allocation 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 Committee whereby the prioritized Resource Allocation Proposals are recommended to and ranked by the Institutional Planning Committee based on a rubric (Prioritization Allocation Rubric). The rubric was developed to ensure that prioritization concentrates on needed institutional improvements based on data and

research analysis and that the Resource Allocation 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 Committee and 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 Resource Allocation 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.

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.

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 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.

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 department 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 and Planning division under the supervision of the Superintendent/President. The Office of Institutional Effectiveness and Planning 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 and Planning 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 and Planning 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.

Recommendation 2.3 Incorporate 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 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.

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 goals.

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.

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 2.4 Develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and report regularly to internal constituencies and the Board on this progress:

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 Assessments 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.

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.

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.

In addition, the revised budget process mandates that facilities and technology resources support learning through the development of a Facilities Master Plan and Technology Master Plan driven by the Educational Master Plan.

The Institutional Planning and Budget 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.

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 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 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.

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, Technology Master Plan, 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.

The college has resolved Recommendation #2.

Recommendation #3

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 (SLOs).

For the last five years, faculty and classified 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. However, it is important to note that during several recent meetings with faculty members as well as assessment reports submitted by faculty, 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). The institution recently purchased eLumen, a student learning outcomes and assessment database, to provide faculty with a comprehensive and integrated reporting system that can be used to gather longitudinal assessment data. During the spring and summer 2011, the Assessment Coordinator uploaded all course learning outcome information and rubrics to allow faculty to upload assessment data in fall 2011.

Even though faculty has not yet had an opportunity to use eLumen, the faculty members are integrating the data into their Program Reviews, Annual Program Assessments, 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.

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 (resource allocation proposals).

Although a framework for defining student learning outcomes has been formalized, the assessment of student learning outcomes is informal and taking place by faculty and departments on an ad hoc 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, and each faculty and departmental chair. The plan is to develop a student learning outcome and assessment plan for at least two courses within each department. As of fall 2010, each course is required to have a total of three student learning outcomes to assess. Formal assessment of the student learning outcomes for the two courses took place in spring 2011. It is an institutional priority that by fall 2011 all departments define student learning outcome and assessment plans for each course taught within the department.

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;
- instituted 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, classified 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 2010-2011 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 is provided with various resources to assist them in this endeavor, including support from the Assessment Council, Student Learning Outcome Committee (which was absorbed by the Assessment Council in 2011), the Student Learning Outcomes Coordinators, and key guidance from the Assessment Coordinator. Once faculty develops 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 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 76 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 2011 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 and 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.

The college has resolved Recommendation #3.

Recommendation #4

At the time of the ACCJC Self Study Evaluation Team Site Visit in October 2005, Mt. San Jacinto College had yet to complete the formal adoption and institutionalization of the Board Policies and the development of Administrative Procedures. Since that time, Mt. San Jacinto College has successfully

adopted and published the Board Policies and has also developed and adopted Administrative Procedures all of which have been published in an online manual located on the website.

There is a regular review of policies, practices, and bylaws to ensure consistency and effectiveness of the Board of Trustees and the district as a whole. As outlined in Board Policy 2410, the Board Policy Manual in its entirety is reviewed on a three-year cycle. However, the Board of Trustees annually evaluates its policies, procedures, and practices and has an extensive internal process for revising existing policies and creating new Board Policies and procedures.

As subscribers to the Community College League of California's (CCLC) Policy and Procedure Service Mt. San Jacinto College receives updates to Board Policies and Administrative Procedures bi-annually, generally in February and August. All Board Policies and Administrative Procedures are reviewed by the legal firm of Liebert, Cassidy, Whitmore to ensure legal compliance and reflect changes to education and public codes. Subscription to the Policy and Procedure Service also provides registration for two subscribers' workshops each year. Attendance is usually limited by the dates offered in Southern California, which works out to be approximately every other year.

In spring 2006, the administration and management leadership team participated in an extensive day-long retreat for creating and establishing administrative procedures based on the approved Board Policies. The administrative team completed the procedures in spring 2007. These were subsequently adopted and institutionalized by the Executive Cabinet in April 2007. The adopted Administrative Procedures are published as an Administrative Procedures Manual and are available on the Mt. San Jacinto College's Intranet and internet websites.

Completion of the Administrative Procedures ensures that institutional practices are consistent with approved Board Policies. The published procedures and practices describe how the processes are intended to function; to guide faculty, staff, and administrators in meeting their various responsibilities; and to provide a consistent approach to decisions critical to the operations of the district.

Mt. San Jacinto College has an extensive internal process for revising existing and creating new Board Policies and Administrative Procedures. Upon receiving updates from the Community College League of California (CCLC) new policies and procedures or their revisions are tracked in the President's Office Policy and Procedure Database. The respective district departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The district has developed an Approval Tracking and Request for Changes Form that is utilized for each Board Policy and Administrative Procedure. The President's Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure. This memo outlines the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC.

Upon receiving updated or new requests to Board Policy, the following process applies:

- a. The revision is made to a copy of the current Board Policy with changes indicated;
- b. The revised board policy is placed on the College Council agenda for subsequent reads;

- c. Once approved by College Council, it is placed on the Board of Trustees agenda as an information item;
- d. The meeting following presentation as an information item, it is placed on the Board of Trustees agenda as an action item;
- e. Once approved by the Board of Trustees, the update is made to the district Board Policy Manual and updates are processed.

The revised or new Board Policies are then updated on the district website; hard-copy replacements are sent to all Board of Trustee members to update their respective manuals; hard-copy replacements are distributed to all Vice Presidents to update their respective manuals; updates are placed in the manual in the President's Office; and the President's Office Policy and Procedure Database is updated to reflect current information.

Upon receiving updated or new requests to Administrative Procedures, revisions are made to the current Administrative Procedure with the changes indicated. The revised Administrative Procedure is forwarded to the Director of the Superintendent/President Office for placement on the Executive Cabinet agenda for subsequent reads. A follow-up copy is sent electronically to each Vice President. Revisions or questions are returned to the President's Office. The meeting following presentations placed on the Executive Cabinet agenda for approval. Once approved by the Executive Cabinet, the update is made to the district Administrative Procedures Manual and updates are processed as follows:

- a. district Intranet (i.e. Inside MSJC) and college website are updated;
- b. Vice Presidents update their respective manuals with hard copy replacement to all;
- c. Update is placed in manual in President's Office;
- d. President's Office Policy and Procedure Database updated to reflect current information;
- e. Approval Tracking and Request for Changes Form with all back-up documentation is placed in appropriate business procedures or administrative procedures file, with current copy of policy or procedure .

The college has resolved Recommendation #4

Recommendation #5

The Dean of Information Technology and the Dean of Instruction, Library and Technology have been working together to plan for lease purchases; consider ongoing software migration issues; secure funding for integral servers; and provide increased staffing. Meetings have been held between vice presidents, deans, and the Business Services department staff to determine future technology needs. Staffing plans have been submitted for the Instructional Technology Support department as have budget augmentation requests. The Educational Master Plan has included the needs of the Instructional Technology Support department. In 2008-2009, the Information Technology department will oversee a district-wide technology assessment and planning initiative. A modular approach has been developed to include infrastructure, ERP, email, disaster recovery, telephone, and many other technology elements.

This effort will allow technology needs to be quickly tied to the Educational Master Plan and Strategic Plan being developed. Furthermore, in 2011, Mt San Jacinto College, under the direction of the Information, Communication, and Technology (ICTC) Shared Governance committee, developed a five year Technology Master Plan which will guide the technological priorities for the institution. The Technology Master Plan, completed in spring 2011, integrates with the Educational Master Plan and other college planning documents, to provide a planning and prioritization framework for the college. Additionally, the Educational Technology Committee (ETC) is developing an updated Distance Education Plan in fall 2011 in order to further integrate technology planning with the needs of the college.

Although currently in draft format and formally presented to the Board of Trustees during a work session in June 2011, the Facilities Master Plan is slated to be formally received by the Board of Trustees in fall 2011. The Facilities Master Plan was an 18 month project and utilized the educational needs (Academic and Student Support) identified within the Educational Master Plan, previous environmental impact reports, facility assessment reports, district space inventory, Five Year Construction Plan, and other relative information to design a plan that ensured district wide input from each constituent group. The Facilities Master Plan accomplished the following objectives:

- provide for quality facilities to accommodate projected growth and demand for increased programs and services;
- develop a full complement of campus facilities associated with a mature community college;
- create campuses that strongly support student learning and contribute to a high standard of student life;
- create campuses and facilities that promote increased student-faculty interaction and interdisciplinary and collaborative learning;
- create safe and healthy environments for all users of district facilities and grounds.

The Facilities Master Plan translates the strategic goals and objectives identified in the Educational Master Plan into a long-range physical resources plan for the over the next 25 years. The Facilities Master Plan includes primary information about the scope, the cost, and the schedule of new and modernized facilities, as well as information about the secondary effects of the facilities improvement projects. Secondary effects include the removal of outdated facilities, the short-term space requirements necessary to support capital projects, and the infrastructure improvements required to implement new capital projects.

The Facilities Master Plan included broad based participation from all constituent groups. A Facilities Master Plan Steering Committee was formed as well as four sub-committees to focus on the district's learning sites. The district hired a firm, LPA, to guide and develop the Facilities Master Plan.

Mt. San Jacinto College has diligently integrated district technology planning and evaluation processes with the Educational Master Plan, the Facilities Master Plan, the Strategic Plan, Division and Unit plans, and the budget development and allocation processes.

Through the Technology Master Plan, the institution prioritizes technology initiatives serving as the catalyst to integrate college and department technology needs and goals. In addition to the Technology Master Plan, the Information Technology and Instructional Technology Services areas have developed short-term and mid-term technology planning strategic documents, including annual goals, and three to five year server refreshment plans. The Technology Master Plan addresses priorities in administration, student management, communication, and information access.

The draft Distance Education Plan addresses priorities for curriculum and learning in a technology-focused environment. Both plans are developed to integrate, each with the other, and with the Educational Master Plan, the Facilities Master Plan, and all college planning.

The college uses technology to support student learning, student services, and college operations. Technology planning is integrated with institutional planning. The Technology Master Plan was completed in spring 2011 and is slated for adoption in the fall of 2011 at the Information, Communication and Technology Committee (ICTC) meeting. The Distance Education Plan was begun in spring 2011 and is slated for draft completion in fall 2011 by the Educational Technology Committee (ETC).

Over the last several years, the college's Program Review and Student Learning Outcomes (SLOs) and assessment models have evolved so that specific technology requirements and programmatic needs are identified and integrated into an institutional planning process. Through these evaluation and assessment measures, the college is able to analyze growth patterns, technical readiness, need for faculty hardware and software, and administrative and staffing requirements. Deployment of additional technology resources are, in part, based on the findings within Program Review and learning outcomes at the administrative, academic, and student services unit levels.

Additionally, the resource allocation process that drives all procurements, including technology requests, requires that resource augmentations are tied to institutional planning goals in order to be considered for funding. During the college's budget development cycle, departments are provided the opportunity to request additional funds to improve their programs. As part of this process a department is required to complete a Resource Allocation Proposal (RAP). The RAP form requires a requestor to address how their requests supports district goals, Program Review, SLOs, and Program Level Outcomes (PLOs). After a RAP is submitted by a department, it is reviewed by the Institutional Planning Committee (IPC). This committee then utilizes a scoring rubric to grade and rank the RAPs; each RAP has a possible 105 points to be awarded the request.

Assessment of technology is achieved as part of the Program Review cycle. A rubric for the assessment of a technology project has been developed as a tool to review projects. The college Shared Governance committees that contribute to technology decision-making also receive feedback and assessment data gathered after project implementation.

The creation of the Technology Master Plan 2011-2015 provides a basis for setting annual strategic technology goals, described within a global context of the district technology structure. The draft Distance Education Plan outlines instructional strategies that utilize technology resources to improve teaching and learning at the college. Both of these planning efforts integrate technology planning, with

Program Review and unit planning, with budget development and procurement efforts, and all other college planning initiatives.

In the spring of 2011, the Budget Committee approved the development of a technology reserve fund to be an ongoing source of funding for operational as well as curricular hardware and software. The college intends to augment the technology reserve fund annually to build it to a robust fund that will underwrite cyclical refurbishment of technology.

The college has resolved Recommendation #5.

Recommendation #6

Human Resource planning is integrated with institutional planning through the Program Review process, in which programs identify their staffing and professional development needs according to program goals. Mt. San Jacinto College develops Human Resource planning through the district's collaborative Shared Governance structure and strategic planning process. Plans for staffing are developed in accordance with the district's mission and various institutional planning, assessment, allocation cycles, and mechanisms.

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.

The integrated planning establishes priorities in the form of annual institutional goals that are incorporated into decision-making and resource distribution processes. Simply stated, it is a coherent system in which goals drive plans, plans drive allocations, and Program Reviews allow for identification of institutional improvements.

After a thorough year-long review of its programs and services that began in spring 2008, the Human Resources department Administrative Unit Program Review was completed in spring 2009. The year-long review included a department retreat which focused on developing the department's mission and goals for the next three years. The Human Resources department will be completing, along with the rest of the institutional divisions and units, a comprehensive three-year Program Review in October 2011.

In order to improve the effectiveness of Human Resources at the various Mt. San Jacinto College campuses and sites, the Human Resource Program Review is used to systematically assess its efficacy and efficiency using annually established goals and objectives and is tied to administrative unit outcomes and other appropriate measures defined in the Program Review.

The Human Resources department also completed the development and implementation of a Human Resources Survey that was deployed in fall 2009. The survey acted as the department's assessment tool to determine the efficiency and efficacy of the department's programs and services.

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

The college has resolved Recommendation #6.

Recommendation #7

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 and 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 Mt. San Jacinto College Board of Trustees developed a comprehensive process for annual self-evaluation. In June 2009 the Mt. San Jacinto College Board of Trustees completed and implemented its self-evaluation process in accordance with Board Policy 2745.

An evaluation tool (self-evaluation questionnaire) was developed and distributed to the Mt. San Jacinto College Board of Trustees in fall 2008 and completed in January 2009 by all five 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 were discussed. Results were published on the Research and Planning Office website and outlined during a Board open session.

As a result, the Mt. San Jacinto College Board of Trustees developed tentative 2009-2010 Board goals during the open discussion. Areas identified as needing further improvement or attention was incorporated into the tentative goals for the following academic year. The 2009-2010 Board of Trustees goals were refined and finalized during a fall 2009 Board of Trustees meeting. In addition, the Board of Trustees agreed to a timeline for self-evaluation that occurs every other year and coincides with the institutional planning and budget allocation processes.

In accordance with the timeline, the self-evaluation questionnaire was distributed to the Board of Trustees during the June 23, 2011 Board of Trustees meeting with instructions to complete the self-evaluation by the August 11, 2011 Board meeting.

The college has resolved Recommendation #7.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. MISSION

The institution has a mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Mt. San Jacinto College’s mission statement defines its educational purposes, its intended student population, and its commitment to achieving student learning. The current mission statement was approved by the Mt. San Jacinto College Board of Trustees on September 10, 2009. ([I.A.1](#), [I.A.15](#), [I.A.21](#), [I.A.22](#), [I.A.23](#), [I.A.27](#))

The approved mission statement of Mt. San Jacinto College is:

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 educational purposes of Mt. San Jacinto College are clearly reinforced in the institution’s mission statement. The ultimate charge of the college, as stated in the mission statement, is to offer “accessible, innovative, comprehensive and quality educational programs, and services” in support of student success. The purposes of accessibility, innovation, academic quality and comprehensiveness

and goals (transfer, career advancement, basic skills development and personal enrichment) articulated by the mission statement are appropriate to an institution of higher learning.

The mission statement identifies the intended student population and highlights the significant diversity of Mt. San Jacinto College's student population, "diverse, dynamic, and growing communities both within and beyond traditional geographic boundaries". As defined by institutional data, Mt. San Jacinto College's student population is highly diverse in terms of ethnic background, academic preparation, and socio-economic status.

Mt. San Jacinto College achieved Hispanic-Serving Institution status in 2001 and since that time the student body has become increasingly more diverse. During the past decade, Mt. San Jacinto College's Hispanic student population increased by 170 percent and 50 percent in the past three years. The total percentage of Hispanic students for fall 2009 was 29 percent and represents the highest percentage of Hispanic students ever enrolled at Mt. San Jacinto College to date. Additionally, the institution has seen gradual increases in overall student diversity over the last decade. ([I.A.44](#), [I.A.48](#), [I.A.49](#), [I.A.50](#), [I.A.51](#))

The economic levels in the college's service area are wide ranging with communities whose socio-economics range from impoverished to affluent. The median household income for Mt. San Jacinto College's service area is \$52,385, nearly \$8,635 less than the state's median household income (\$61,021). Low-income students account for 54 percent of Mt. San Jacinto College's total enrollment, based on a review of 6,026 voluntary responses to income questions on the Admissions Application form and review of FAFSA applications. Notably, this is an underestimate because not all low-income students self-identify in this way, and many students do not apply for financial aid in California Community Colleges because of relatively low tuition costs; however, Mt. San Jacinto College has a large portion of the student population that demonstrates a substantial financial need. In academic year 2009-2010, over half (54 percent) of the 25,000 students at Mt. San Jacinto College received some form of financial aid. ([I.A.44](#))

The population characteristics also emphasize that Mt. San Jacinto College not only serves students within its service area, but also accounts for those students residing outside of the college's geographic barriers utilizing Distance Education opportunities. Over 17 percent of the student population utilizes Distance Education opportunities. ([I.A.4](#))

Mt. San Jacinto College's Academic Senate and the Curriculum Committee, through its initiated program approval process, assure the alignment of educational programs with the mission. Mt. San Jacinto College demonstrates a

strong commitment to its mission by emphasizing the achievement of student learning and the committed efforts of communicating the mission internally and externally. Over the last five years, specific emphasis on student learning and its effectiveness has been accomplished by providing considerable amounts of resources that ensure the development, implementation, and long-term sustainability of the planning process. These resources are: (1) embedded in practice across the institution, (2) used to improve overall institutional effectiveness through the utilization of qualitative and quantitative data, and (3) integrated into institution-wide planning and informed decision-making. ([I.A.52](#), [I.A.53](#), [I.A.54](#))

For over a year, Mt. San Jacinto College has been engaged in the development of a vision and values statement to enhance and complement the college's mission statement. During the 2010-2011 academic year, the values statement has been under review by the Vision and Values task force comprised of faculty, staff, student, and administrative representation. Specifically, the task force convened in spring 2010 to develop the vision and values. In May 2011 they presented, a draft version of the values statement. ([I.A.20](#), [I.A.28](#), [I.A.29](#), [I.A.30](#), [I.A.31](#), [I.A.32](#), [I.A.33](#), [I.A.47](#))

Values Statement draft as of May 2011:

We value our students and employees. We believe that the act of teaching and learning is vital to a thriving community that enriches, and at times, saves lives. It is for this reason we value:

- *Excellence – We challenge students with high standards for learning and critical thinking, which we model with action.*
- *Collaboration – We believe that the best results can be achieved through effective communication between employees, students, industry and communities we serve.*
- *Relationship – We nurture a caring community built on positive interactions and a genuine concern for the welfare of others.*
- *Innovation – We cultivate a creative environment that promotes the development of new ideas for continuous quality improvement.*
- *Relevance – We pursue educational experiences that have meaningful applications in a local and global context, today and tomorrow.*
- *Access – We promote a network of support that improves learning opportunities, removes barriers to a quality education, and ensures the rights of all students.*

- *Leadership – We empower people throughout the college and community to support and facilitate positive change.*
- *Diversity – We respect and embrace the power of sharing differences in thought, opinion, culture and background to optimize our collective strength.*

We commit to create and respond to opportunities that inspire these values in ourselves.

During the fall 2011, the values statement will be distributed and shared with various governance bodies, including but not limited to the College Council, Academic Senate, Classified Senate, Student Government Association, and the general staff and faculty members for feedback and adoption. Once fully vetted, the values statement will be presented to the Board of Trustees as an informational item and then as an action item during their scheduled monthly meetings.

STANDARD 1.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

The Mt. San Jacinto College mission statement commits to supporting student learning and as such establishes programs and services that are aligned with the college’s diverse student population, character and purposes. Statements in Mt. San Jacinto College’s mission statement that support student learning are represented in the following: “We support life-long learning and student success by utilizing proven methodologies”, We provide programs for “general and career education that lead to transfer, associate degrees and certificates”, and “Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change.” ([I.A.1](#))

Mt. San Jacinto College’s mission statement reflects a range of educational programs and services that meet the needs of a diverse community of student learners, both full and part time, those seeking career education through technical certificates and programs, those interested in basic skills remediation or personal development, and those seeking transfer opportunities. ([I.A.2](#))

Specifically, Mt. San Jacinto College strives to meet the diverse needs of this varied and dynamic student body by offering an expansive and comprehensive range of learning opportunities including 46 Associate of Arts/Associate of Science degree programs collectively (18 Associate of Arts and 28 Associate of Science degrees) and 35 State Certificates. As a comprehensive community college, Mt. San Jacinto College offers courses and programs that satisfy the

transfer requirements of four-year colleges and universities. The institution offers 24 vocational and technical programs to prepare students for career and workforce development. Basic Skills and English as a Second Language (ESL) training programs are also designed for students who want to build a strong foundation to ensure academic success. ([I.A.2](#), [I.A.4](#))

Mt. San Jacinto College is committed to providing education to all students within the 1,700 square mile geographic area. To facilitate this effort, online and hybrid learning opportunities are provided across a broad range of the college's offerings. All courses have a shell and can utilize the full Learning Management System (Blackboard). All students electing to participate have access to an integrated e-mail system support 24/7. Seventeen percent of Mt. San Jacinto College courses are delivered in a fully-online and hybrid setting and extensively use Blackboard for content delivery and assessments. ([I.A.3](#))

In addition to offering instruction in the educational pathways noted above, the college also offers a variety of student support services that have been developed in response to students' needs. These programs and services are more fully described in Standard II.B., and include:

- Writing Center (including Reading)
- Math Center
- Computer lab
- Library services, including information competency workshops and tutorials
- Tutoring in most major subject areas
- Supplemental Instruction
- Learning Communities
- Puente
- Dual Enrollment
- Counseling for entering and continuing students
- Child Development Center
- Services for disabled students (DSPS)
- Extended Opportunity Programs & Services (EOPS)
- Upward Bound Trio
- Veterans
- CalWorks

- Transfer and Career Center
- Financial Aid services
- Honors program

Mt. San Jacinto College has not only successfully developed programs to meet the needs of its at-risk student population, but also has integrated and expanded them to reach more students. Recently, in fall 2010, the college was the recipient of a U.S. Department of Education Title V grant to support and improve student access and success for Hispanic and underrepresented students. Through this particular grant, Mt. San Jacinto College provided additional access to a variety of programs including supplemental instruction, learning communities, faculty professional development, a structured English as a Second Language program, and Distance Education all designed to increase enrollment, success, persistence, completion, transfer, and graduation rates. ([I.A.5](#))

The college conducts numerous research, evaluation, and assessment studies that support and align with the college's mission statement and identify student needs. Shared Governance committees regularly examine data and reports to review issues concerned with student diversity, equity, and student success. Through the Office of Institutional Effectiveness and Planning, college-wide planning efforts examine student and community needs as part of the planning process, particularly those focused on Program Review, student learning outcomes and assessment, and Annual Program Assessments. The needs are then communicated to Mt. San Jacinto College administration, faculty and staff to incorporate into their operational areas. The college also utilizes multiple methodologies to develop and establish services and programs to address the unique attributes of the college's student population. These methodologies are used to inform the institution regarding the needs of the student population. A critical component of the institution's planning process is assessment on multiple levels. Individual departments, service units, and divisions set goals, plan assessments, collect data, and report on the use of results. Departments, units, and divisions, are required to submit accomplishments from the previous two-semesters, which may include assessment data. ([I.A.8](#), [I.A.9](#), [I.A. 13](#), [I.A.19](#), [I.A.45](#))

SELF EVALUATION

Mt. San Jacinto College establishes a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population. The mission statement is created from and driven by the needs of current and future students. ([I.A.1](#))

Wide-ranging student educational goals, and identified student and community needs, drive the establishment and development of academic, vocational, student learning support services and programs that are supported through institutional resources. Demographic differences in the varied student populations across the college's service area are also utilized to guide program and service planning. ([I.A.52](#), [I.A.53](#), [I.A.54](#))

In the Mt. San Jacinto College Accreditation Climate Survey an overwhelming percentage (88 percent) of staff (faculty, associate faculty, classified and administrators) responded affirmatively with a response of "agree or strongly agree" that the Mt. San Jacinto College mission statement actively supports student learning. ([I.A.26](#))

By conducting systematic Program Review, Annual Program Assessments, and other evaluation activities, such as student surveys and focus groups, the college ensures that programs and services not only address the needs of its student population, but also works to ensure institutional effectiveness and continuous improvement. In addition to Program Review and assessment activities, the college also conducts regular institutional research on student success to determine which areas are most successful and which require additional attention and/or resources for improved outcomes. ([I.A.7](#), [I.A.45](#), [I.A.57](#))

The college meets the standard.

PLANNING AGENDA

1. Mt. San Jacinto College will complement the mission statement by adopting a values statement. The draft value statement was finalized by a task force during the spring 2011 term. Approval and formal publishing of the values statement is scheduled for the fall 2011 semester.
2. Through the Vision and Values task force develop a vision statement by the end of 2011-2012.

STANDARD 1.A.2.

The mission statement is approved by the governing board and published

Per the Mt. San Jacinto College Board of Trustees Board Policy 1200, the mission statement of the college is 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 with changing student demographics, educational purposes, and community

needs. The current mission statement was approved by the Mt. San Jacinto College Board of Trustees on September 10, 2009. ([I.A.15](#), [I.A.17](#))

Mt. San Jacinto College publishes its mission statement on the college's main website located under *College Information*, the college catalog under *General Information*, and the college's planning documents. The mission statement is also posted in prominent locations at the San Jacinto and Menifee Valley campuses as well as the San Geronio Pass Campus and the Temecula Education Complex. ([I.A.1](#), [I.A.18](#))

SELF EVALUATION

Mt. San Jacinto College has a Board of Trustees approved mission statement, which is published and readily accessible to the campus community and the public in a variety of print and electronic media. Using the college's Shared Governance process, the College Council regularly reviews and revises the college's mission statement per the Board Policy. ([I.A.15](#), [I.A.17](#), [I.A.18](#), [I.A.23](#), [I.A.34](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD 1.A.3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

In response to the ACCJC's Self Study Evaluation Team Site Visit in October 2007, it was determined that the college would update the mission statement to better describe its educational purposes, intended student population, and commitment to learning. This revision coincided with the development of the institution's Educational Master Plan. In January 2008, Mt. San Jacinto College developed a district-wide Shared Governance task force comprised of faculty, administrators, classified staff, and students to methodically review the 2005 mission statement. The task force was charged by College Council and the Superintendent/President to develop revisions to the mission statement that addressed the areas of improvement identified by the ACCJC's Self Study Evaluation Team Site Visit. ([I.A.17](#), [I.A.23](#), [I.A.34](#))

Upon this systemic review, recommendations were forwarded to the College Council, a committee comprised of institutional leadership (Academic Senate,

Classified Senate, Student Government Association, and Executive Cabinet). The College Council provides recommendations on Shared Governance issues that do not require mutual agreement between the Academic Senate and the Board of Trustees, to the Superintendent/President for action or for presentation to the Board of Trustees for action. Except for curriculum issues, College Council provides the means for the collaboration of faculty, administration, classified staff, and students to be included in the formation of these recommendations. ([1.A.8](#))

In a committed effort to regularly and systematically review the college's operational processes, including its mission statement, Mt. San Jacinto College reestablished the Institutional Planning Committee (IPC). The IPC is a Shared Governance committee that oversees and coordinates district-wide planning and effectiveness. The Institutional Planning Committee analyzes data that is then used for analysis of internal and external trends. It then publishes findings to assist college-wide planning. Simultaneously, they review the results of department Program Reviews, unit and division plans, and assessments from all sectors that contribute to the development of college's multi-year planning goals and resource allocations. ([I.A.55](#))

The revised mission statement was finalized in spring 2009 as part of the Educational Master Planning process. The revision was intentionally planned so that critical information such as student learning, student demographics and the types of current and future programs and services offered by the college were congruent with the new mission.

The mission statement was presented to the Mt. San Jacinto College Board of Trustees during the June 2009 Board of Trustees meeting as an informational item on the agenda. This was followed by a presentation to constituent groups during fall 2009 Convocation activities and approved by the Mt. San Jacinto College Board of Trustees during its September 10, 2009 regular meeting. ([I.A.15](#), [I.A.23](#))

SELF EVALUATION

Mt. San Jacinto College utilized its governance structure via the College Council when developing its mission statement. Developing a clear mission statement aligned with Mt. San Jacinto College's purpose, character, and student population involved considerable ongoing, collaborative dialogue by faculty, staff, students and administrators. ([I.A.21](#), [I.A.22](#), [I.A.34](#))

A Mt. San Jacinto College Accreditation Climate Survey was conducted in fall 2010 to provide opportunities for feedback from faculty, classified staff, and administrators relative to the mission statement's accuracy. Each of the constituent groups reported satisfaction, thus demonstrating that the mission

statement accurately represents Mt. San Jacinto College’s mission and goals. The following table outlines the results of the Mt. San Jacinto College Accreditation Climate Survey, delineating “agree” or “strongly agree” responses to the specific survey statements: ([I.A.25](#), [I.A.26](#))

TABLE 1: Mt. San Jacinto College Accreditation Climate Survey – Mission Statement Responses				
Climate Survey Statement	Full Time Faculty	Associate Faculty	Classified Staff	Administrators
The mission statement is clearly communicated	80%	79%	76%	97%
The Mt. San Jacinto College mission clearly identifies the educational purposes of the college	88%	81%	86%	100%
The Mt. San Jacinto College mission identifies the intended student population	78%	82%	76%	93%

The college meets the standard.

PLANNING AGENDA

None.

STANDARD 1.A.4.

The institution’s mission is central to institutional planning and decision-making

The college’s mission statement drives all institutional planning and is central to the decision-making processes and practices at Mt. San Jacinto College. Institutional planning and effectiveness is led by the Institutional Planning Committee (IPC), Assessment Council, Instructional Program Review Committee, and the Office of Institutional Effectiveness and Planning. Through evaluation and assessment, each of these institutional bodies support planning and decision-making throughout the district by using data, research, and information to manage institutional quality, maintain effectiveness, and encourage continuous improvement of academic programs, student and learning support services, and administrative services. ([I.A.35](#), [I.A.36](#), [I.A.37](#), [I.A.38](#), [I.A.39](#), [I.A.41](#), [I.A.42](#), [I.A.43](#), [I.A.44](#), [I.A.45](#), [I.A.52](#), [I.A.56](#))

As a learning-centered institution striving for continual improvement via data-driven decision-making, Mt. San Jacinto College continually employs Program Review throughout the entire institution. This, in turn, fosters academic excellence, promotes student success, and maintains high-quality educational and support programs. Mt. San Jacinto College has established a three-year Program Review cycle. Comprehensive Program Reviews, and the associated unit and division plans, are required every three years. Annual Program Assessments, as well as unit and division plan updates, are submitted each of the ensuing two years. ([I.A.45](#), [I.A.57](#))

The purpose of Program Review is to provide continual assessment of institutional functionality and effectiveness. Program Review assesses whether (1) the college fulfills its mission, (2) educational and support programs promote student success, and (3) the college's planning and resource allocation processes are effective and efficient. The major objectives of Program Review are:

- collect and analyze data on key progress and performance indicators, administrative unit and division plans, program activities and accomplishments
- ensure that data analysis from different departments is comparable, thereby maintaining impartial resource allocation and integrated institutional planning
- examine and document effectiveness of district programs and services
- facilitate program improvement through the analysis of student learning outcomes, administrative unit outcomes, program learning outcomes and institutional learning outcomes
- provide rationale for planning, budget, staff, facilities, curriculum and professional development decisions
- align current and future program goals with the college's mission and goals
- assist in compliance with Accreditation Standards, Federal and State law, and other legal certification requirements
- perform self-assessment annually, to continually improve the Program Review process itself

Program Review processes and practices have been developed and are regularly implemented in all sectors (both instructional and non-instructional) of the institution. Currently, all 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 about impending timelines and to ensure that Program Review continues to be an ongoing and systematic process. This timeline is shared with Instructional and Student Support division faculty, administrators and classified staff. ([I.A.57](#))

In addition to the Program Review completion schedule, the IPC 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, budget development, and allocation activities. The calendar illustrates the institution's comprehensive integration of Program Review, student learning outcome and assessment processes, resource allocation, and data-driven, decision-making practices. ([I.A.19](#))

The planning process is driven by the Educational Master Plan which directly parallels with the mission statement of the college and supported strategically by the comprehensive 3-year Program Reviews. It is further supported by the Annual Program Assessments that requires an alignment of learning programs, student services, and planning with the mission of the college. The strategies by which all sectors of the college manifest the goals of the college correlate with the mission statement. All sectors of the college are aware of the mission statement; their planning and decision-making are designed to be driven by the mission which aid in the development of goals that clearly link to instructional priorities. ([I.A.52](#), [I.A.53](#), [I.A.54](#))

All new programs developed at Mt. San Jacinto College align with the institution's mission and goals as outlined in the Educational Master Plan. Funding for new or continuing programs is articulated through the budget allocation process. Recommendations for funding are forwarded through the IPC, Budget Committee, and ultimately forwarded to the College Council for recommendation to the Board of Trustees. Additional information contributing to institutional planning and decision-making includes data provided by the Office of Institutional Effectiveness and Planning, information gathered from the most recent external data, and information provided by the Mt. San Jacinto College's administration. Thus, all planning units at Mt. San Jacinto College interact with and respond to the mission of the institution. ([I.A.41](#), [I.A.56](#))

The college's planning models are structured to revolve around the educational needs of current and prospective students. Instruction, support services, and other campus resources are committed to effectively fulfill current and future planning goals as outlined by the institution's core planning documents (Strategic Plan and Educational Master Plan). The Integrated Institutional Planning Schematic designed by the Institutional Planning Committee illustrates the institution's engagement of 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. ([I.A.9](#), [I.A.46](#))

SELF EVALUATION

Mt San Jacinto College faculty, staff, students, and administrators are committed to providing quality programs to a diverse and growing student population. The organizational basis for this process is in place with the exception of a formally approved Strategic Plan document. The college is poised to have the Strategic Plan in place “officially” in fall 2011. However, continued input and dialogue are required at department, discipline, Institutional Planning Committee, and College Council meetings and will inform future planning and decision-making processes at Mt. San Jacinto College.

Ongoing evaluation is assured through the comprehensive Program Review process. As instructional programs, student services programs, and administrative units prepare their Program Reviews, they examine relevant demographic, labor market, and institutional data in order to determine the suitability of programs for the learner populations, their needs, and the mission of the district. The alignment of educational programs with the mission of the district is assured through the program-approval process with the oversight of the college’s Academic Senate, the Institutional Planning Committee, and the Mt San Jacinto College Curriculum Committee.

The IPC is committed to clarifying the strategic planning process formally. Program Review is a clear and concise process with standardized documents orchestrated in concert with members of the Institutional Planning Committee, Budget Committee, Assessment and Program Review Committees, and representatives of all sectors of the college (Instruction and Student Services). Additionally, in order to make any information relevant to resource allocation, hiring, and facilities utilization available in a timely manner, an annual campus based assessment has been established for all disciplines and non-instructional units that have undertaken comprehensive Program Review.

The college meets the standard.

PLANNING AGENDA

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

Standard IA References

- I.A.1 [Mission Statement](#)
- I.A.2 [Degrees and Certificates Offered](#)
- I.A.3 [District Boundaries Map](#)
- I.A.4 [Degrees and Certificates Offered Fully Online](#)
- I.A.5 [Title V Grant Proposal](#)
- I.A.6 [Mission, Vision and Values Task Force Minutes](#)
- I.A.7 [Administrative Units Program Review](#)
- I.A.8 [Shared Governance Document, Appendix A](#)
- I.A.9 [Integrated Institutional Planning Schematic](#)
- I.A.10 [Institutional Planning Committee Minutes, Planning Schematic Development, April 20, 2010](#)
- I.A.11 [Institutional Planning Committee Minutes, Planning Schematic Approval, April 20, 2010](#)
- I.A.12 [Instructional Services Program Review](#)
- I.A.13 [Student Services Program Review](#)
- I.A.14 [Business Services Program Review](#)
- I.A.15 [Board of Trustees Minutes, Mission Statement Approval, September 10, 2009](#)
- I.A.17 [BP 1200 - Mission Statement](#)
- I.A.18 [College Catalog, Mission Statement](#)
- I.A.19 [Institutional Planning and Assessment Timeline - Academic Year 2010-2011](#)
- I.A.20 [Values Statement Draft, May 17, 2011](#)
- I.A.21 [Mission Statement Task Force Agenda](#)
- I.A.22 [Mission Statement Task Force Minutes](#)
- I.A.23 [Board of Trustees Agenda, Mission Statement Approval, September 10, 2009](#)
- I.A.24 [Shared Governance Document](#)
- I.A.25 [Accreditation Climate Survey](#)
- I.A.26 [Accreditation Climate Survey Results](#)
- I.A.27 [ACCJC Mission Statement Requirements](#)
- I.A.28 [Draft Values Statements](#)
- I.A.29 [Mission, Vision and Values Task Force Agenda, February 17, 2011](#)
- I.A.30 [Mission, Vision and Values Task Force Agenda, March 17, 2011](#)
- I.A.31 [Mission, Vision and Values Task Force Agenda, September 16, 2010](#)
- I.A.32 [Mission, Vision and Values Task Force Minutes, March 17, 2011](#)
- I.A.33 [Mission, Vision and Values Task Force Minutes, February 17, 2011](#)
- I.A.34 [College Council Minutes, Mission Statement Discussion, May 27, 2009](#)
- I.A.35 [Institutional Planning Committee Minutes, BCP Scoring, February 15, 2011](#)

- I.A.36 [Institutional Planning Committee Minutes, Strategic Plan Discussion and PAR/RAP Approval, March 15, 2011](#)
- I.A.37 [Institutional Planning Committee Minutes, Strategic Plan and SLO Updates, April 26, 2011](#)
- I.A.38 [Institutional Planning Committee Minutes, SLO and Assessment Updates, September 21, 2010](#)
- I.A.39 [Institutional Planning Committee Minutes, Amend IPC Charge, Program Review Updates and PAR Discussion, October 19, 2010](#)
- I.A.40 [Institutional Planning Committee Minutes, SLO Update and Climate Survey Results, November 16, 2010](#)
- I.A.41 [Prioritization Allocation Rubric \(PAR\) Form](#)
- I.A.42 [Labor Market Data - Top Jobs](#)
- I.A.43 [Institutional Data](#)
- I.A.44 [Data Compendium](#)
- I.A.45 [Program Reviews](#)
- I.A.46 [Strategic Plan](#)
- I.A.47 [Values Statement Homework Compilation, May 5, 2011](#)
- I.A.48 [Demographic Information on the College Employees](#)
- I.A.49 [Demographic information on Student Ethnicity](#)
- I.A.50 [Demographic information on Student Age](#)
- I.A.51 [Demographic information on Student Gender](#)
- I.A.52 [Educational Master Plan](#)
- I.A.53 [Educational Master Plan Supplement](#)
- I.A.54 [Educational Master Plan Student Services Compendium](#)
- I.A.55 [Institutional Planning Committee](#)
- I.A.56 [Resource Allocation Proposal \(RAP\) Form](#)
- I.A.57 [Program Review Manual](#)

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

STANDARD I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Mt. San Jacinto College has structured mechanisms to actively engage college constituents in formal and informal dialogue about institutional planning, teaching, learning, and assessment of learning outcomes. This self-reflective dialogue about institutional practices and processes takes place in numerous Shared Governance and ad-hoc committees that are held regularly.

Dialogue about improvement of student learning and institutional processes occurs in the context of major planning processes including Educational Master Plan, Strategic Plan, and Program Review. The intensive efforts over the last three years to develop and implement the elements of a new, effective and systematic planning cycle have led to sustained dialogue about student learning, and particularly about improving institutional processes. Much of the dialogue has taken place at the committee level, including College Council, Institutional Planning Committee (IPC), Budget Committee, Instructional Program Review Committee, Assessment Council and Executive Cabinet. As evidenced by the institutionalization of new planning processes, models, cycles, and practices, the dialogues have been productive. ([I.B.12](#), [I.B.29](#), [I.B.33](#), [I.B.34](#))

The primary vehicle responsible for formally communicating to all constituent groups and supporting an ongoing dialogue at the college is through the College Council which consists of representatives from administration, faculty, classified staff, and students. The College Council provides the means for the combined thinking of faculty, classified staff, students, and administration to be included in the formation of all recommendations except curriculum issues. College Council meets monthly to routinely discuss and approve proposed Board of Trustee action and information agenda items and review reports from each of the Shared Governance committees. They also act as the decision-making body that forwards recommendations on Shared Governance issues that do not require mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or for presentation to the Board of Trustees for action. ([I.B.6](#))

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, Educational Master Plan updates, budget allocation request processes, data acquisition, evaluation and assessment within the committee structure. During the 2010-2011 academic year, all Shared Governance committees were required to assess the progress made by each committee in the achievement of their annual charges, goals, objectives, and outcomes. Each Shared Governance committee was responsible for completing a Shared Governance Report Out Form in May 2011. In addition, Shared Governance committee chairs were also given the opportunity to provide a presentation to College Council outlining the status of each committee's achievements and recommendations for improvements for the subsequent 2011-2012 academic year. ([I.B.35](#), [I.B.36](#), [I.B.37](#), [I.B.38](#), [I.B.39](#))

Dialogue relating to institutional planning, effectiveness and assessment takes place within the IPC. Reinstated in 2008, the IPC is a district-wide planning body that oversees and coordinates all planning efforts. Similar to College Council's membership representation, IPC is comprised of key leadership including the Superintendent/President, all four vice presidents, Academic and Classified Senate leadership, and students. The IPC also includes several key non-voting members (Associate Dean of Institutional Effectiveness, Planning and Grants, Associate Dean of Research and Planning, Assessment Coordinator and the Program Review Coordinator) that serve as resource staff. The charge of IPC is to:

- review and provide advice to the groups on campus that develop plans and the Budget Committee;
- review and endorse the Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Master Plan;

- review critical data needed for planning, including analysis of internal and external trends, and publish its findings to assist planning throughout the college;
- review the results of department and division Program Reviews and assessments;
- contribute to the development of a district annual strategic and multi-year planning goals;
- review forecasts and recommend planned growth, program development parameters for education planning, and staffing allocation levels;
- complete an annual review of the IPC charge to confirm that the committee is working to meet internal expectations and Accreditation Standards. ([I.B.18](#))

The Assessment Council is an ad-hoc committee of the IPC. It was formed in summer 2010 to create a more substantive organizational culture and environment that supports institutional student learning outcome development and 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. During its first year the Assessment Council finalized and implemented an institutional assessment model. ([I.B.1](#), [I.B.40](#))

To date, the Assessment Council has:

- developed a Student Learning Outcome and Assessment Lifecycle supplementing the Institutional Planning and Assessment Calendar;
- presented Assessment model and 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, “Brown Bag” lunches for faculty and staff, Management Leadership briefings and e-mail communications.

Additionally, the Instructional Program Review Committee was re-established in fall 2010 to formalize processes and practices related to institutional Program

Review. This committee served as the catalyst to formalize dialogue amongst all constituent groups in all academic, student support service and administrative areas of the institution to examine and document effectiveness of district programs and services. The collegial dialogue about improving student learning at the department, unit and division levels is now more organized and systemic through the process of completing Program Reviews and Annual Program Assessments. Instructional, student services and administrative departments, units and divisions have participated in the district's Annual Program Assessments and are scheduled to complete three-year comprehensive programs reviews in October 2011. Defining and reflecting on student learning outcomes is an integral part of these Program Review processes. ([I.B.41](#), [I.B.42](#))

College Council, IPC, Assessment Council, and the Instructional Program Review Committee promote and communicate the collegial dialogue regarding institutional planning, process, and improvement of student learning to the college community. Additionally, other committees (both Shared Governance and ad-hoc) ensure that dialogue and collaboration occur among college staff to improve student learning and instructional processes.

Dialogue among the Superintendent/President and the Vice Presidents occurs in the formal weekly meetings of Executive Cabinet. Each week, Executive Cabinet members discuss topics related to Instruction, Student Services, and Administrative Services. Through weekly discussion and collaboration institutional sectors collaborate to make decisions based on research and data from each sector to ensure efficient use of district resources.

Mt. San Jacinto College also employs other informal structures that enhance the institution's efforts to report to college constituents regarding the progress toward meeting goals expressed through plans for improvement at multiple State of the College briefings and brown-bag lunch work sessions sponsored by the President's Office and Executive Cabinet. In addition, the college Public Information and Marketing department communicates campus activities, updates on Accreditation, master planning efforts related to facilities, strategic planning, technology planning, student learning outcomes and assessment and Board Policies and Administrative Procedures through *Weekly Round-Up* e-mails and a monthly e-newsletter MSJCLinks. The college utilizes other informal structures to augment and enhance the institutional planning discussion by integrating the dialogue in departmental meetings, Faculty Chair Academies, monthly faculty staff meetings, Management Leadership and Dean's Council meetings. ([I.B.5](#), [I.B.11](#), [I.B.23](#), [I.B.24](#), [I.B.43](#), [I.B.44](#), [I.B.45](#))

SELF EVALUATION

Mt. San Jacinto College has established formal and informal structures that promote continuous, collegial dialogue about student learning and institutional planning at all levels. These structures provide the institution a mechanism for continuous improvement based on collaboration and self-reflection. Through the college's many opportunities for dialogue, both in general and for evaluative and assessment purposes, it is clear that the college focuses on improvement to student learning and institutional processes.

The college's use of data, evaluation of its processes and procedures allows for introspection and dialogue on its improvement. Program Review for instructional and non-instructional programs is on a three-year cycle, with an Annual Program Assessment. The Program Review process incorporates student learning outcomes data and student progress data such as success, retention, and graduation rates. Program Review is directly connected to the resource allocation process and planning framework.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD I.B.2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement

Mt. San Jacinto College sets priorities, goals, and benchmarks that directly support the mission statement. Over the last three consecutive years, Mt. San Jacinto College streamlined the development of institutional goals that are approved by the Mt. San Jacinto College Board of Trustees. The institutional goals act as the college's overall priorities for the given fiscal and 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 goals. ([I.B.16](#), [I.B.29](#))

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.

Preliminary institutional and community needs are identified across the institution and in each sector based on data from Program Review, Annual Program Assessments, and internal and external data sources (Datatel), the California Community College 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. ([I.B.26](#), [I.B.33](#), [I.B.46](#), [I.B.47](#))

The goals are established by the IPC and approved by Executive Cabinet leadership. Subsequently, the Executive Cabinet forwards the institutional goals for review, approval and adoption by the Mt. San Jacinto College Board of Trustees each spring term. ([I.B.2](#), [I.B.3](#), [I.B.4](#))

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 developed by each sector. Goals and unit plans are tied to the college's annually established institutional goals, the Educational Master Plan, Strategic 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.

This integration of priorities into the institution's decision-making and governance structures has become the hallmark of Mt. San Jacinto College's planning and is strongly evidenced in the three-year Strategic Plan. Proposed goals and objectives within the Strategic Plan are based on both internal and external data and research thereby advancing the district's initiative to be more data-driven. Strategies identified within the plan are also tied to measurable, time specific outcomes and are linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met. 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 and academic year. ([I.B.33](#))

The Mt. San Jacinto College institutional goals are published on the Mt. San Jacinto College Institutional Effectiveness and Planning website and identified in the Strategic Plan which is also located on the website. Goals are communicated to the college community at its annual Convocation, Board of Trustees meetings, "Brown Bag" lunches, college newsletters, Classified Staff Development Day, MSJCLinks, and Weekly Roundup sent from the Public Information and Marketing department. ([I.B.5](#), [I.B.15](#), [I.B.24](#), [I.B.48](#))

Mt. San Jacinto College's understanding of the process of goal development and the processes to implement them is evidenced through broad participation of

faculty, classified staff, students, and administration in various Shared Governance and ad-hoc committees.

The institution follows the Institutional Planning and Assessment Calendar that articulates a timeline of structural elements specific to the manifestations of the goals and priorities set forth at the beginning of each academic year. ([I.B.17](#))

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.

The commitment to achieve the college goals and priorities is evidenced through the district's resource allocation and budget development processes. All decisions regarding resource allocation are driven by the mission statement, collaborative planning, and assessment. Short-range plans are reviewed periodically during the fiscal year and are based on the reasonable expectation of available funding. Long-range plans are set and remain firm, and in sync with the Educational Master Plan and Strategic Plan objectives. ([I.B.22](#))

Mt. San Jacinto College allocates resources based on priorities outlined in the Educational Master Plan, and the institutional priorities and goals within the three-year Strategic Plan. Included in the annual budget instructions is the district Resource Allocation Proposal (RAP) form as well as the Prioritization Allocation Rubric (PAR) that the IPC and Budget Committee utilizes in evaluating and scoring the submitted RAP. As part of the funding criteria, the PAR includes the scoring criterion that addresses the college's mission and institutional priorities and goals. ([I.B.4](#), [I.B.12](#), [I.B.25](#), [I.B.27](#), [I.B.75](#))

The RAP requires that each augmentation request be tied to at least one of the annual institutional planning goals for a request to be considered for funding. It is at this crucial juncture that the institution-wide plans meet with the area specific plans to move the institution in the direction envisioned by master planning. ([I.B.25](#))

During the district's Budget Development Cycle, departments are provided the opportunity to request additional funds to improve their programs. As part of this process a department is required to complete a RAP. The RAP requires the requestor to address how his or her requests support district goals, Program Review, Student Learning Outcomes (SLOs), Program Level Outcomes (PLOs), and Administrative Unit Outcomes (AUOs). After a RAP is submitted by a department chair, it is reviewed by the IPC. The committee uses a scoring rubric to grade and rank the RAPs; each RAP has a possible 105 points to be awarded. ([I.B.25](#))

The scoring rubric includes the following criteria:

1. Program Review, SLOs, PLOs, AUOs, Measurable Goals (Maximum 25 points)
2. Alignment with Annual Institutional Goals (Maximum 25 points)
3. Alignment with Institutional Plans including, Educational Master Plan, Annual Institutional Goals, Project Goals (Maximum 20 points)
4. Contains measurable assessment outcomes derived from SLOs, PLOs, AUOs, Key Performance Indicators (Maximum 20 points)
5. Implementation Plan (Maximum 15 points)

Institutional goals are assessed on an annual basis with all sectors of the college. Each Shared Governance committee is required to set annual goals and show evidence of the progress of such goals at the last College Council meeting of each academic year. College Council compiles a report and disseminates the information to constituents and the Board of Trustees.

SELF EVALUATION

The college sets goals to improve its effectiveness consistent with its stated purposes and articulates its goals and objectives into measurable terms. College members understand these goals and work collaboratively toward their achievement through various Shared Governance and ad-hoc committees.

The Strategic Plan establishes set institutional priorities, goals, objectives and measurable outcomes that directly support the college's mission statement. These outcomes are approved by the IPC, College Council, Executive Cabinet and the Board of Trustees. Quantitative and qualitative institutional outcomes have been established to measure how successfully the college achieves its goals.

The college's model of pervasive, integrated planning impacts the campus at every level. Using the institutional goals as a benchmark, student services, instruction and other administrative units assess effectiveness through Program Review and analysis of their SLOs. Program Review and learning outcomes assessment informs the institution's planning and budget allocation process. Institutional commitment to achieve its institutional goals is high as demonstrated by on-going collegial dialogue, the assignment of two faculty members; an assessment coordinator dedicated to the development and facilitation of institutional assessment and the Student Success Coordinator assigned to assist the student services division with Program Review and SLO development.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD I.B.3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

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). ([I.B.16](#), [I.B.25](#), [I.B.27](#), [I.B.29](#))

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 goals;
4. Institutional effectiveness in achieving annual goals and priorities is 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. ([I.B.17](#), [I.B.22](#))

A comprehensive planning cycle and timeline was created that includes cycles for Program Reviews, Annual Program Assessments and three-year Program Reviews, evaluation and planning updates. ([I.B.26](#), [I.B.33](#), [I.B.34](#), [I.B.42](#))

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 and academic year based on the approved annual institutional goals adopted by the Superintendent/President, Executive Cabinet, Institutional Planning Committee, and the College Council. ([I.B.28](#), [I.B.35](#), [I.B.39](#))

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. ([I.B.35](#))

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. ([I.B.35](#))

Mt. San Jacinto College has established an institutional framework for defining SLOs. For the last five years, faculty and classified staff have been engaged in SLO development. Mt. San Jacinto College has built the SLO process on institutional data and research. It has apportioned resources to assist faculty in developing strategies for launching routine assessment of student learning outcomes. A SLO and assessment Lifecycle is in place (complete with instructions, forms, and examples). ([I.B.30](#), [I.B.40](#))

Official reports of institutional assessment of course and program SLOs remains at a nominal level based on data from the ACCJC Annual Report. 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 and program SLO assessments to make improvements to student learning through course curriculum, teaching methodologies, and strategies. 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 and 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. ([I.B.33](#), [I.B.49](#), [I.B.73](#))

Blackboard was used in the past to act as a clearinghouse for the course and program SLO and assessment data. Based on feedback from faculty regarding the complexity of the existing SLO and assessment database, the Assessment Coordinator and Assessment Council selected and purchased an assessment software system (eLumen) that provides faculty and classified staff with a comprehensive electronic data-portal for institutional assessment and student learning outcomes information. ([I.B.50](#), [I.B.51](#))

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 and Program Review Manual. 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. College-wide implementation of a new Program Review model was completed in fall 2008. All units (Administrative, Instructional Services and Student Services) participated in the process. ([I.B.21](#), [I.B.33](#), [I.B.41](#), [I.B.42](#))

This information is published in the newly created Program Review Manual which was developed by the Instructional Program Review Committee in spring 2011.

Mt. San Jacinto College instituted an Annual Program Assessment 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 and 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 and academic year. ([I.B.25](#), [I.B.26](#), [I.B.27](#), [I.B.32](#))

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 Business Services. 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 enrollment information, class size, full time equivalent students (FTES), 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. ([I.B.9](#), [I.B.10](#), [I.B.21](#), [I.B.52](#))

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. ([I.B.22](#), [I.B.33](#))

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 developed by each sector. Goals and 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, budget allocation and prioritization. ([I.B.32](#), [I.B.53](#))

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. ([I.B.20](#), [I.B.54](#))

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 department is embedded into each of the Master Planning documents. ([I.B.21](#))

In fall 2010, the Offices of Research and Planning, Grants and Assessment have been reorganized to become an Institutional Effectiveness and Planning division under the supervision of the Superintendent/President. The Office of Institutional Effectiveness and Planning 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 and Planning 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. ([I.B.15](#))

The Office of Institutional Effectiveness and Planning serves the college in the following areas:

- Accreditation,
- Data warehouse,
- Student Learning Outcomes and Assessment,
- Planning,
- Program Review, and
- Research

Information related to planning, Accreditation, and SLOs 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, classified 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. ([I.B.55](#))

Data is also formally presented to faculty, classified staff, administrators, 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. ([I.B.56](#), [I.B.57](#))

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, SLO 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 Committee ;
- a host of other college-wide Shared Governance and ad-hoc committees and departments. ([I.B.58](#))

Since its full implementation nearly two years ago, the Decision Support System (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 other institutional priorities and improvements. The development of the Decision Support System began in August 2006 with full implementation occurring in late summer 2008. ([I.B.46](#))

Although housed in the Instruction division, the DSS provides faculty, administration, 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 for 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, 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 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.

The 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. ([I.B.47](#))

Each of the 110 colleges 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 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 attributes that affect an indicator);
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 ARCC report information for Mt. San Jacinto College is readily accessible on the CCCCO website and on the Mt. San Jacinto College Institutional Research website. The 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.

SELF EVALUATION

As an institution, Mt. San Jacinto College understands and has incorporated ongoing planning as defined by the Integrated Planning Schematic, Institutional Planning and Assessment Calendar, and the district's *Closed Loop* model. Mt. San Jacinto College's integrated institutional planning model is an ongoing district-wide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission, goals, and continuously improving its programs and services.

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, Technology 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 IPC.

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 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.

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 of Trustees 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 of Trustees, 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, State of the College presentations, Classified 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 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).

Progress and data for institutional goals and priorities 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.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Mt. San Jacinto College has many processes that are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional effectiveness.

Most notably, the Mt. San Jacinto College Strategic Plan development process and subsequent planning document exemplifies the district's broad-based planning processes. The Strategic Plan, which is currently in draft format but is scheduled for presentation to the Board of Trustees and approval in September 2011, was completed over a timeframe of approximately six months during the spring 2011 semester. Typically, the development of a plan of this magnitude would require nearly 18-months of preparation and coordination. Due to the integrated planning structures that have been institutionalized over the course of the last three years, the collaborative and positive culture of the institution, and the strong faculty and classified leadership, the Strategic Plan was developed both quickly and methodically. Despite the expedited timeline, over 200 campus and community individuals participated in the plan development through various focus groups, retreats, presentations, and vetting sessions. ([I.B.29](#), [I.B.59](#), [I.B.60](#), [I.B.61](#))

The Strategic Plan development process was structured on an inclusive, non-silo design that required instructional, student services, and administrative services personnel to identify strategies that supported each other's goals and objectives. Proposed goals and objectives were based on both internal and external data and research thereby advancing the campus' initiative to be more data-driven. Strategies identified within the plan are tied to measurable, time

specific outcomes and are linked to performance indicators and evaluation criteria. ([I.B.60](#))

The entire Strategic Planning process was transparent and provided for ample opportunities for any member of the campus community to contribute to and comment on plan elements. Besides the three day-long planning retreats, numerous vetting sessions and presentations, the Strategic Plan drafts were published on an electronic *Wiki* whereby faculty, classified staff, administrators and students could review each draft and provide feedback through a discussion board. ([I.B.60](#), [I.B.62](#), [I.B.63](#), [I.B.64](#))

The Strategic Plan is intended to help guide the institution, its campuses and learning centers to focus collective goals and initiatives on the college's mission statement and its overarching theme of student success. The Strategic Plan builds upon the planning foundation that has already been established at the college and will be used in conjunction and coordination with the district's other planning documents to guide decision-making, accomplish identified priorities, and utilize the prioritizes to not only allocate resources but improve institutional effectiveness.

Additionally, the Educational Master Plan, Facilities Master Plan, and Technology Master Plan development processes have each provided ample opportunities for participation in college planning prior to administrative recommendation and Board of Trustees approval for resource allocations. The master planning development process for the Educational Master Plan, Facilities Master Plan and Technology Master Plan have all included focus groups, public forums, presentations, meetings with various constituent groups including Steering Committees, the Board of Trustees, district administration and other related sub-committees as necessary to obtain program validation, consensus, and approval. ([I.B.12](#), [I.B.13](#), [I.B.31](#))

Broad involvement in college's planning and institutional effectiveness processes is guaranteed through coordination with the college's Shared Governance structure. To obtain the extensive range of input for college planning, the entire college community is encouraged, and in some instances, required to serve on college Shared Governance and ad-hoc committees. Shared Governance is the mechanism whereby employees and students participate equitably and collegially in the decision-making processes of the college. The goal of Shared Governance is to include, within the decision-making and planning processes, representatives of all college constituencies affected by these decisions. ([I.B.28](#), [I.B.60](#))

The structure of collegial consultation at Mt. San Jacinto College is a committee structure. This committee structure includes representation from the four

campus constituencies (faculty, classified staff, students, and administration) and is organized to allow input from every area of the college and, where appropriate, proposals to be recommended for action. Each faculty member is required to participate on at least one committee as a part of their contractual agreement; many go beyond this requirement. Classified staff and students are also strongly encouraged by administration to serve on various institutional committees to enrich their leadership experience and knowledge of district processes, practices and policies.

The Mt. San Jacinto College Shared Governance Document provides a listing of all Shared Governance committees on campus and describes the committees' charges and membership. Additional planning groups include academic departments and divisions where regularly scheduled meetings are held. ([I.B.28](#))

In summary, there are many opportunities for a wide-range of campus constituents to participate at different levels of the planning process and contribute to the direction of the institution. There are numerous structures both formal and informal that exist for the purpose of engaging in the planning process including the college's implementation of a "College Hour" every Tuesday and Thursday. Classes are not offered during College Hour allowing the college community time for meetings, dialogue, and student development activities. ([I.B.7](#), [I.B.8](#))

As outlined in the Shared Governance Document, the college has several specific work groups and committees that are involved in planning at different levels, such as Institutional Planning Committee, Instructional Program Review Committee, Assessment Council, Budget Committee, Educational Technology Committee, and the Information, Communication, and Technology Committees. Each of the committees identified above, with the exception of the Assessment Council, reports directly to College Council.

All decisions regarding resource allocation are driven by the mission statement, collaborative planning and assessment. Short-range plans are reviewed periodically during the fiscal year and are based on the reasonable expectation of available funding. Long-range plans are set and remain firm, and in sync with the Educational Master Plan objectives. As more funds become available, additional spending priorities are met. As experienced in fiscal years 2009-2010 and 2010-2011, decreases in funding trigger a proportionate reduction in spending and commitments ([I.B.76](#), [I.B.77](#))

Mt. San Jacinto College allocates resources based on priorities outlined in the Educational Master Plan, Strategic Plan, and the institutional priorities and goals. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become

due. Included in the annual budget instructions is the district RAP form as well as the PAR that the IPC utilizes in evaluating and scoring the submitted RAP. As part of the funding criteria, the PAR includes the scoring criterion that addresses the college's mission and institutional priorities and goals. ([I.B.4](#), [I.B.12](#), [I.B.25](#), [I.B.27](#), [I.B.75](#))

The RAP requires that each augmentation request be tied to at least one of the annual institutional planning goals for a request to be considered for funding. It is at this crucial juncture that the institution-wide plans meet with the area specific plans to move the institution in the direction envisioned by master planning. ([I.B.25](#))

As part of this challenging fiscal climate the district has taken tremendous strides to justify that expenditures meet department goals and district goals. During the district's Budget Development Cycle, departments are provided the opportunity to request additional funds to improve their programs. As part of this process a department is required to complete a RAP. The RAP requires the requestor to address how his or her requests support district goals, Program Review, SLOs, PLOs, and AUOs. After a RAP is submitted by a department chair, it is reviewed by the IPC. The committee uses a scoring rubric to grade and rank the RAPs; each RAP had a possible 105 points to be awarded. ([I.B.25](#))

The scoring rubric includes the following criteria:

- Program Review, SLOs, PLOs, AUOs, Measurable Goals (Maximum 25 points)
- Alignment with Annual Institutional Goals (Maximum 25 points)
- Alignment with Institutional Plans including, Educational Master Plan, Annual Institutional Goals, Project Goals (Maximum 20 points)
- Contains measurable assessment outcomes derived from SLOs, PLOs, AUOs, Key Performance Indicators (Maximum 20 points)
- Implementation Plan (Maximum 15 points)

The 2008-2009 was the first year the committee scored and ranked the RAPs; however, due to fiscal restraints prioritized RAPs were not funded for that fiscal year.

During the 2009-2010 Budget Development Cycle both the Budget Committee and IPC evaluated the allocation process which included scoring/ranking. As a result, the development of an ad-hoc group to review and revise the rubric scorecard was developed. In 2010, a sub-committee of the IPC refined the existing rubric and the result was a PAR which focused on elements of district plans including the Strategic Plan, institutional goals, unit plans, and all

elements of division outcomes, SLOs, PLOs, and AUOs. The RAP scores are based upon the demonstrated connection to various planning documents. The updated RAP and scorecard will be implemented in the 2011-2012 Budget Development Cycle. ([I.B.25](#), [I.B.27](#), [I.B.75](#))

During the Budget Development Cycle for the 2010-2011 fiscal year and to facilitate the transition from the Budget Change Proposal (BCP) procedure to the newly adopted RAP process, the Dean of Business Services encouraged departments to submit their prior year's Budget Change Proposal (BCP). Even though there were little or no funds available to augment a potential BCP, the Budget Development Instruction Memo strongly encouraged departments to submit any BCPs for consideration during the Budget Development Process. Linking budget preparation to planning is important for the district; therefore, ranking these BCPs demonstrates that the institution has followed its planning process. Included in the Budget Development Instructions for college leadership were the ranking criteria used to score the BCPs, thereby assisting in the development of a BCP. The BCPs were reviewed and scored using the established planning and resource allocation process. At that time, the Budget Committee determined that a recommendation be made to fund only a small number of allocation requests and that some of the funds be used to establish a technology reserve. ([I.B.72](#), [I.B.73](#), [I.B.74](#))

When resources to fulfill plans are not available the college identifies and implements strategies to increase its institutional capacity by seeking alternate funding for securing resources. Specifically, grant programs including Title V, STEM, USDA Hispanic-Serving Institutions grant, Basic Skills Initiative, Upward Bound/Talent Search, and other state funded categorical programs are utilized to supplement state funding, allowing Mt. San Jacinto College to better serve its students by augmenting and enhancing multiple programs district-wide. ([I.B.65](#), [I.B.66](#), [I.B.67](#))

Examples of projects and initiatives that grant funding has supported include, but are not limited to:

- Learning Communities
- Supplemental Instruction
- English as a Second Language
- First Year Experience Program
- Student Success Initiatives
- Tutoring and *SmartThinking*
- Student Success Summit

- Scholarships
- Summer Bridge
- Student Development
- Distance Education Student Success Strategies
- Puente
- Assessment (Training and software)

SELF EVALUATION

Planning and decision-making at Mt. San Jacinto College is broad based. Opportunities for input, dialogue, and information dissemination exist through all levels of the organizational structure, including but not limited to the master planning processes and informal dialogue. Appropriate representation from all constituencies including faculty, classified staff, students, and administration is assured and achieved through the Shared Governance Document and structure.

Student learning outcomes, Program Reviews, and Strategic Planning start with data collection and analysis by the appropriate department, unit, or division. Information is shared among members and distributed throughout the college-wide community. Constituency groups are encouraged to review and provide input to further clarify analysis and to forward recommendations for improvement.

Resource allocation is an important element of Mt. San Jacinto College's planning processes. Systematic and data-driven Program Review for all areas of the institution has been successfully integrated with institutional planning and resource allocation processes as demonstrated through the RAP and PAR used to score, rank, and prioritize budget augmentation requests that are supportive to the district's planning agendas. The resource allocation process is a new element in the district's planning model, having implemented three full cycles. After the completion of each cycle, the process is evaluated and assessed, thus continually evolving.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Mt. San Jacinto College communicates matters of quality assurance to appropriate constituencies through the use of documented and accessible assessment results located primarily on the college's Institutional Effectiveness and Planning website and through various published documents. The institution's Educational Master Plan, Strategic Plan, Facilities Master Plan, Technology Master Plan, Distance Educational Master Plan, Program Reviews, Annual Program Assessments, the ARCC, virtual Fact Book, and the Annual Report to the community are the principal documents used to communicate institutional assessment results. ([I.B.12](#), [I.B.13](#), [I.B.15](#), [I.B.26](#), [I.B.31](#), [I.B.33](#), [I.B.47](#), [I.B.55](#), [I.B.69](#), [I.B.70](#))

The college collects a variety of assessment data in planning and operational processes at the course, department, and college levels. Data include placement test results, student outcome data including but not limited to measures of student retention, success, and persistence. The data is also augmented with student learning outcome results and assessments at the course, departmental and institutional levels. ([I.B.33](#), [I.B.51](#))

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 and program assessments to make improvements to student learning through course curriculum, teaching methodologies, and strategies. Faculty, however, have not had an opportunity to upload the information into the designated database (eLumen) 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 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. ([I.B.32](#), [I.B.49](#), [I.B.68](#))

The database (Blackboard) currently used to act as a clearinghouse for the course and program SLO 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 selected and purchased an assessment software system that will provide faculty and staff with a comprehensive electronic data-portal for institutional assessment and student learning outcomes information. During spring and summer 2011, the Assessment Coordinator has uploaded all student learning outcome shells. In

fall 2011, faculty will begin to upload the assessment data from the previous spring semester to use in the three-year Program Review cycle due at the end of October. ([I.B.50](#), [I.B.51](#))

Results from the ARCC are published and presented to the Board of Trustees annually during a public meeting. The ARCC Report data is also published on the Mt. San Jacinto College Research website, presented at the Research Committee, and shared via internal communications to faculty, classified staff and administration. ([I.B.47](#))

Regulatory agencies and accrediting agency reports and information are filed as needed and available to the public through those agencies and in various public records.

The Office of Institutional Effectiveness and Planning plays a major role in supporting institutional assessment, planning, decision-making, and quality improvement by coordinating data collection efforts, generating reports, providing trainings, and presenting findings to facilitate the assessment process. To enhance communication and dialogue of important assessment results, the Office of Institutional Effectiveness and Planning utilizes the college's website, institutional newsletters (*MSJCLinks* and *Weekly Roundup*), e-mail announcements, presentations, trainings, committee participation to share and provide opportunities for dialogue. ([I.B.15](#))

SELF EVALUATION

Mt. San Jacinto College documents its assessment results and communicates them clearly to both the campus community and the general public. The college uses a multitude of documented assessment results to communicate matters of quality assurance to appropriate constituencies. Dissemination of assessment results takes place through numerous communication methods including but not limited to planning documents, college's website, newsletters, reports, and presentations.

Departments use assessment data for a variety of purposes including Program Review and Annual Program Assessments. Departments also communicate this information to their community constituents through advisory committees, via outreach efforts, and to support various grant proposals and funded proposals. Periodic program updates that include assessment of results are also presented to the Board of Trustees during public meetings.

In addition to Program Review, assessment data is shared and analyzed during the monthly Research Committee meetings. Data and reports from the Research Committee are also shared with:

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

In fall 2010 the institution performed an Accreditation Climate Survey. One of the questions within the survey focused on assessing institutional effectiveness in communicating information about institutional quality. Per the Accreditation Climate Survey, over 69 percent of respondents strongly agreed or agreed that staff have access to assessment data through presentations, the Mt. San Jacinto College website, and research reports. Approximately 78 percent of respondents noted that there are many forms of communication widely available at Mt. San Jacinto College.

The college meets the standard.

PLANNING AGENDA

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

STANDARD I.B.6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Mt. San Jacinto College has ongoing and systematic cycles of evaluation to assess progress towards achieving improvement of institutional effectiveness. Designed by the IPC, the Integrated Institutional Planning Schematic illustrates how the institution engages its planning processes, operational procedures, programs, and services in regular assessment of institutional effectiveness. It also shows how Mt. San Jacinto College integrates data and research into plans

for improvement, budget allocations, and goal and resource prioritization. ([I.B.22](#), [I.B.25](#), [I.B.27](#))

The college routinely conducts comprehensive review and modification of its planning and resource allocation processes. 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 four academic years. ([I.B.33](#))

In fall 2010, the Offices of Research and Planning, Grants, and Assessment were reorganized to become an Institutional Effectiveness and Planning division under the supervision of the Superintendent/ President. The Office of Institutional Effectiveness and Planning 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 and Planning 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. ([I.B.71](#))

Information related to planning, Accreditation, and SLOs and assessment are centrally located on the Institutional Effectiveness and Planning website for easy access by faculty, classified staff, administration, students and community members. ([I.B.15](#))

Assessing institutional effectiveness is a systematic cyclical process as outlined in the college's Institutional Planning and Assessment Calendar and its Closed Loop illustration. 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 located on the Institutional Effectiveness and Planning website, data derived from Program Review, SLO 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 Resource Allocation Proposals for the following academic year that accurately reflect sector needs and areas of institutional improvement. These flow charts capture how the institution organizes, synthesizes and documents the results of assessment at all levels of the institution. ([I.B.17](#), [I.B.22](#), [I.B.34](#))

The budget allocation requests procedure stipulates that each augmentation request must be tied to at least one of the annual institutional goals, utilize SLO assessment data and the department and 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. Resource Allocation Proposals are completed and distributed to each area dean and vice president where prioritizations are made within each sector. The sector prioritizations are then submitted to Business Services and Budget Committee whereby the prioritized RAP are recommended to and ranked by the IPC and the Budget Committee based on a rubric (PAR). The rubric was developed to ensure that prioritization concentrates on needed institutional improvements based on data and research analysis and that the RAP also address the institutional mission and goals established for the academic year. ([I.B.25](#), [I.B.27](#), [I.B.72](#))

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 provides the Budget Committee and the IPC with a report at the end of each fiscal year to demonstrate and evaluate achievement of the outcomes.

The IPC recommends the prioritized Resource Allocation 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. ([I.B.19](#))

SELF EVALUATION

Mt. San Jacinto College uses several processes to evaluate its cycle of evaluation, integrated planning, and resource allocation. The college routinely conducts comprehensive review and modification of its planning and resource allocation processes.

Mt. San Jacinto College has ongoing and systematic cycles of evaluation to assess progress towards achieving improvement of institutional effectiveness. The primary purposes of these evaluations are for integrated planning, resource allocation, and implementation. The college's Institutional Planning Committee, Assessment Council, Instructional Program Review Committee, and Budget

Committee are primarily responsible for regularly reviewing the ongoing research, planning and the resource allocation process.

Faculty, classified staff, and administrators regularly evaluate and modify plans at every level of planning. The college's Program Review process occurs on a continual basis, starting with a comprehensive review supplemented by annual updates. The annual process of Program Review allows for refinement and modification of the unit areas student learning outcomes and budget allocation needs. These modified Program Review plans impact the college's master planning processes in a continual cycle of assessment.

According to the Accreditation Climate Survey, 81 percent of the respondents agreed "Mt. San Jacinto College makes changes to improve student learning", a strong indicator that the development and implementation of the college's integrated planning process has had a positive impact on improving student learning. Concomitantly, 74 percent agreed, "The environment at Mt. San Jacinto College enables me to do my best to ensure student learning" highlighting the change in the college's culture, to one that affirms and supports the student learning. The Accreditation Climate Survey was completed by administrators, faculty (full and part-time) and classified staff in fall 2010.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Mt. San Jacinto College assesses effectiveness in improving instructional programs, student support services, library and other learning support services through a comprehensive Program Review process. The district has adopted an Institutional Planning and Assessment Calendar that requires all programs, units and divisions (instructional, non-instructional and administrative) to complete a three- year Program Review and an Annual Program Assessment. ([I.B.17](#), [I.B.26](#), [I.B.33](#))

Both processes and subsequent documents require faculty, classified staff, and administrators to review internal and external data as well as results from any program assessments (course and/or program learning outcomes) to set annual goals and priorities.

The Annual Program Assessment 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. ([I.B.26](#))

The Program Review process is required for all units and divisions, including instruction, student services, and non-instructional administrative areas and serves as the primary mechanism by which the institution gathers evidence to substantiate effectiveness of all programs and services. Each unit and division uses a similar Program Review template so as to retrieve comparable data from the entire institution. The Program Review forms and templates were specifically designed to provide flexibility for each division and unit while maintaining uniformity in order to base decisions and resource allocations on similar datasets. 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. ([I.B.33](#), [I.B.42](#))

As of May 2011, 63 percent of all instructional programs have submitted a 2010 Annual Program Review Update. Student Services Annual Program Assessments have all been completed. All administrative service Program Reviews are completed as well. The information contained in the Annual Program Assessments is forwarded to Instructional, Student Support, and Instructional Support Services deans/vice presidents. ([I.B.33](#))

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 (CTE), nursing and allied health, and library and technology. The Instructional Program Review Committee is responsible for evaluating the effectiveness of the Program Review process and recommending changes as necessary. As such, the Program Review process is continuously modified to improve institutional effectiveness. ([I.B.41](#))

SELF EVALUATION

Mt. San Jacinto College uses ongoing and systematic evaluation, planning and dialogue to refine its institutional policies, practices, and processes.

Planning, evaluation and assessment are conducted primarily through Program Review and SLOs for instruction, student support services, library and other learning services, and non-instructional administrative units. Results from the assessments are reviewed by a variety of institutional Shared Governance committees including, but not limited to, the IPC, Instructional Program Review Committee, Assessment Council, College Council, and the Budget Committee.

The college meets the standard.

PLANNING AGENDA

None.

Standard IB References

- I.B.1 [Assessment Council](#)
- I.B.2 [Board of Trustees Minutes, 2009-2010 Goal Discussion and Approval, December 13, 2008](#)
- I.B.3 [Board of Trustees Minutes, 2010-2011 Goal Discussion and Approval, August 12, 2010](#)
- I.B.4 [Board of Trustees Presentation, Institutional Goals 2009-2010](#)
- I.B.5 [Brown Bag Lunches](#)
- I.B.6 [College Council](#)
- I.B.7 [College Hour Events at Menifee Valley Campus, 2010-2011](#)
- I.B.8 [College Hour Events at San Jacinto Campus, 2010-2011](#)
- I.B.9 [Curriculum Committee](#)
- I.B.10 [Chancellor's Office DataMart](#)
- I.B.11 [Deans Council Agendas](#)
- I.B.12 [Educational Master Plan](#)
- I.B.13 [Facilities Master Plan](#)
- I.B.14 [Department Chair Academy Agendas](#)
- I.B.15 [Institutional Effectiveness and Planning](#)
- I.B.16 [Institutional Goals 2010-2011](#)
- I.B.17 [Institutional Planning and Assessment Timeline - Academic Year 2010-2011](#)
- I.B.18 [Institutional Planning Committee \(IPC\)](#)
- I.B.19 [Institutional Planning Committee Minutes, BCP/RAP Scoring, February 15, 2011](#)
- I.B.20 [Research Committee](#)
- I.B.21 [Institutional Research](#)
- I.B.22 [Integrated Institutional Planning Schematic](#)
- I.B.23 [Management Leadership Team Agendas](#)
- I.B.24 [MSJClings Newsletter](#)
- I.B.25 [Prioritization Allocation Rubric \(PAR\) Form](#)
- I.B.26 [Annual Program Assessments](#)
- I.B.27 [Resource Allocation Proposal \(RAP\) Form](#)
- I.B.28 [Shared Governance Document](#)
- I.B.29 [Strategic Plan](#)
- I.B.30 [Student Learning Outcome and Assessment Lifecycle](#)
- I.B.31 [Technology Master Plan](#)
- I.B.32 [Unit/Division Plans](#)
- I.B.33 [Program Review](#)
- I.B.34 [Closed Loop Model](#)
- I.B.35 [Shared Governance Report-Out Form](#)
- I.B.36 [Email Invite to Committee Chairs for May 9, 2011 College Council Meeting](#)

- I.B.37 [College Council Agenda, Annual Report-Out, May 9, 2011](#)
- I.B.38 [College Council Minutes, Annual Report-Out, May 9, 2011](#)
- I.B.39 [Shared Governance Webpage](#)
- I.B.40 [Assessment Report](#)
- I.B.41 [Instructional Program Review Committee](#)
- I.B.42 [Program Review Manual](#)
- I.B.43 [State of the College Presentation, 2010](#)
- I.B.44 [Weekly Roundup](#)
- I.B.45 [Faculty Meeting Agendas](#)
- I.B.46 [Decision Support System \(DSS\)](#)
- I.B.47 [ARCC Reporting](#)
- I.B.48 [Convocation Presentation, Annual Goals](#)
- I.B.49 [Course Assessment Reports](#)
- I.B.50 [Blackboard Student Learning Outcome Site](#)
- I.B.51 [eLumen Website](#)
- I.B.52 [CurricUNET](#)
- I.B.53 [Data Compendium](#)
- I.B.54 [Associate Dean of Research and Planning Job Description](#)
- I.B.55 [Virtual Fact Book](#)
- I.B.56 [Research Office Reports via Email - Sample](#)
- I.B.57 [Research Presentations](#)
- I.B.58 [Research Committee Membership](#)
- I.B.59 [Strategic Plan Process Flowchart](#)
- I.B.60 [Strategic Plan Webpage](#)
- I.B.61 [Strategic Plan Retreat Participants List](#)
- I.B.62 [Strategic Plan Wiki](#)
- I.B.63 [Weekly Roundup, Strategic Plan Development](#)
- I.B.64 [MSJClings, Strategic Plan Development](#)
- I.B.65 [Title V Grant](#)
- I.B.66 [STEM Grant](#)
- I.B.67 [Grants Office](#)
- I.B.68 [Accreditation Annual Report 2011](#)
- I.B.69 [Distance Education Plan](#)
- I.B.70 [College and Foundation Annual Report](#)
- I.B.71 [Organizational Chart, President's Office](#)
- I.B.72 [Budget Development Instructions](#)
- I.B.73 [Institutional Planning Committee BCP Scoring](#)
- I.B.74 [Budget Committee Meeting Minutes, Technology Reserve](#)
- I.B.75 [Budget Instructions/Position File](#)
- I.B.76 [Adopted Budget – Budget Allocation Model 2010-2011](#)
- I.B.77 [Budget Committee Agendas and Minutes](#)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

STANDARD II.A.1.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Mt. San Jacinto College collaborates with internal and external stakeholders to assure instructional programs align with the district's mission. The curriculum process, Program Review, and the articulation process ensure that high-quality courses and programs are created and when appropriate transferable to four-year universities. These processes are continually assessed through the Program Review process. ([II.A.13](#), [II.A.107](#), [II.A.109](#), [II.A.119](#), [II.A.125](#))

The extensive curriculum process is designed to review courses and programs for content, transferability or employment and that they align with the district's mission. In order to place a course or program on the curriculum agenda, a Request for Placement Form is required. This form specifically addresses if the course or program is part of the General Education (GE) pattern, to explain the rationale for the course or program, and how it relates to the Program Learning Outcomes (PLOs). ([II.A.23](#), [II.A.41](#), [II.A.50](#))

Mt. San Jacinto College established the Program Review process to ensure that programs meet the mission of the institution. The Instructional Program Review Committee comprised of faculty, classified staff, and administrators authored the Program Review Manual to assure clear and uniform policies and procedures. The Instructional Program Review Committee establishes objectives by which all programs are evaluated. Specifically, a key objective identified is to “align current and future program goals with the college’s mission and goals.” New programs or those up for review have to provide rationale on the programs connectivity to the mission of Mt. San Jacinto College. The Program Review Manual is the guiding document for new and existing programs. Realizing that Program Review is an ongoing process, the committee meets on a monthly basis to discuss revisions and additions. ([II.A.13](#), [II.A.16](#), [II.A.17](#))

Program Review is a systematic process of data collection and analysis for planning and resource allocation. As the college’s primary vehicle for the use of data and its analysis, Program Review facilitates data-driven collaborative decision-making, which, in turn, fosters academic excellence, promotes student success, and helps the institution maintain high-quality educational and support programs. As a learning-centered institution striving for continual improvement via data-driven decision-making, Mt. San Jacinto College continually employs Program Review throughout the entire institution. ([II.A.16](#), [II.A.17](#), [II.A.126](#))

Mt. San Jacinto College introduces new programs that benefit students and are practical for employment and further study. For example, the district’s Career and Technical Education (CTE) division relies on the advisory committees to suggest new certificates and program that are relevant in the community. Advisory Committees includes faculty, classified staff, administrators, students, community members, community business leaders, and educational partners. These stakeholders meet to discuss how to improve the district’s courses and programs to align with the needs of the community employers and educational pathways.

The Program Review and development process requires submission in the following areas:

- A Summary – Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis;
- Program Overview - overview identifying the mission of the program, goals, curriculum, activities;
- Program Resources – including faculty support staff, equipment, and budget needs;
- Student Access – identifying class size, full time equivalents students (FTES), and census projections;

- Student Success – success rates, retention rates, certificates, and student learning outcomes (SLOs);
- Planning for Improvement – identifying resources and content that would benefit the program. ([II.A.13](#))

The Program Review process identifies the SLO process whereby course learning outcomes are evaluated. Faculty identify the learning objectives of a course that are key to student achievement outcomes. Through collaboration with departmental faculty, classified staff, and administration, the SLO process is designed to ensure student success. These SLOs are then incorporated in the PLOs to assure that each department focuses on maximizing student achievement. ([II.A.5](#), [II.A.13](#), [II.A.23](#), [II.A.46](#), [II.A.116](#))

Mt. San Jacinto College is diligent in maintaining current programs and curricula. The Instructional section of the Program Review Manual states that every three years, beginning fall 2011, the Program Review originator will complete a Program Review. To complete Program Review, the originator will:

- complete all Program Review online forms;
- utilize additional relevant data (optional);
- utilize two-way links with appropriate committees and colleagues;
- generate a Resource Allocation Proposal (RAP) and its corresponding Prioritization Allocation Links (PAL) coversheet for each proposed significant expenditure. ([II.A.13](#), [II.A.130](#), [II.A.131](#))

Student Services are also required to abide by strict quality control procedures. The Student Services section of the Program Review Manual identifies these procedures as:

- completing a comprehensive online form – identifying student success criteria, planning and assessment guidelines, fiscal needs and implications, institutional pride and organization culture implications, and community and partnerships outcomes;
- submitting documentation justifying and explaining the program’s cost;
- a proposed SLO plan and projection.

Additionally, the manual states, “Every year, unless completing a full Program Review, the originator will complete an Annual Program Assessment.” These measures assure that programs and service are created to support the mission of the district. ([II.A.13](#), [II.A.51](#))

The Graduate Survey is one instrument that Mt. San Jacinto College uses to assess student progress and achievement through degree, transfer, CTE certificates, and employment outcomes. The survey also identifies students' perceptions about the ILOs, student services in general, and job related education achieved while attending Mt. San Jacinto College. ([II.A.140](#), [II.A.141](#))

Through the hard work and innovation of its faculty and staff, the college is dedicated to sustained and continuous improvement in helping students transfer and achieve a Baccalaureate degree. The Articulation Coordinator engages in ongoing training and professional development related to articulation and transfer. Because the Articulation Coordinator works closely with faculty when courses are under development, Mt. San Jacinto College courses regularly receive approval of transferability with the intended institution(s). The college demonstrates transfer growth, evidenced by the increased numbers of students who transferred and identified transfer as their goal. ([II.A.74](#), [II.A.98](#))

SELF EVALUATION

Mt. San Jacinto College uses several methods to ensure that instructional program, regardless of location or means of delivery address and meet the mission of the college. The curriculum process has established policies to ensure quality courses and programs are created that align with the college's mission. A team of faculty, classified staff, administrators, and students work together to assess and modify and produce courses and program that will benefit students. The Program Review process has established policies and procedures that are regularly reviewed and assessed to ensure the relevancy courses and programs have with community needs. They also verify that courses and programs align with the PLOs and the overall mission of the college.

Mt. San Jacinto College also verifies that program pathways are clearly communicated to students. The college catalog clearly identifies each program's course requirements on each program page. Additionally, the optional courses for each General Education (GE) pattern are clearly identified in the catalog. Students can utilize the catalog or make an appointment to discuss their pathway with a counselor for guidance.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The Office of Institutional Effectiveness and Planning conducts research and provides statistical analyses as they relate to matriculation, assessment, demographic trends, surveys, as well as a Virtual Fact Book, for planning purposes. Decision Support Systems (DSS) reports also provide data as it relates to section offerings, fill rates, and success rates. This data and that obtained through the Program Review and SLO process are instrumental in assessing student and program success. ([II.A.1](#), [II.A.2](#), [II.A.3](#), [II.A.4](#), [II.A.46](#))

Faculty members are required to collaborate on SLOs and follow the SLO and PLO four step instructional model as outlined on the website. The four-step process includes a review of the results of the assessment and a development of plans to initiate change based upon findings. A full-time non-teaching faculty Assessment Coordinator position was created to facilitate and incorporate the SLO process into Program Review, curriculum development, educational planning, and to ensure that the SLO process is fully integrated into all facets of the college. ([II.A.5](#), [II.A.15](#), [II.A.116](#))

The Instructional Program Review Committee (IPRC), a Shared Governance committee, has been revitalized and expanded to represent the seven major units of the Instructional Division with representation from Student Services. A full-time faculty member has been appointed at a 50 percent reassigned time to serve as the Program Review Coordinator. This individual works closely with the Assessment Coordinator and the Office of Institutional Effectiveness and Planning to assist in linking all aspects of Program Review into the educational and strategic master plan. A major objective for the IPRC and the Program Review Coordinator is to update the Program Review process and documents to ensure adequate linkage to assessment and planning. ([II.A.2](#), [II.A.17](#))

The IPRC updated the Program Review Manual to meet the current mission of the college and integrate it with the Student Services Program Review process. The manual reflects the use of CurricUNET and ASSIST software as a means to ensure greater efficiency in meeting the learning needs of the community. The Program Review Manual is made available electronically on the college website and is revised annually. ([II.A.13](#), [II.A.10](#), [II.A.17](#))

The CTE programs hold regular annual advisory meetings to obtain feedback and suggestions for program improvement, new curriculum, and changing job

skills from industry partners to ensure that courses are preparing students for the workforce and that programs are aligned with industry needs. The latest catalog revision incorporates the assessment of program quality and current curriculum to address relevancy and any needs to curriculum development or revision. ([II.A.12](#))

As the liaison between academic departments and other educational institutions, the Articulation Coordinator provides information to assure the Mt. San Jacinto College courses and programs are relevant. This collaboration assures that academic courses and programs meet GE requirements and transfer guidelines.

The Assessment and SLO Summary Report provides an annual overview to review learning outcomes and make changes if necessary, and the Program Review process provides a means of improving the quality of programs and involves the analysis of SLOs at the course, program, and institutional level. The implementation of the eLumen software program, adopted when the prior collection mechanism was assessed to be not entirely effective, is administered by the Assessment Coordinator and provides various reports and summaries accumulated throughout a specific time frame that can be used for assessing our progress towards proficiency by fall 2012. ([II.A.13](#), [II.A.17](#), [II.A.25](#), [II.A.49](#))

Mt. San Jacinto College has a review process for all curriculum. A two-year curriculum review process is in place for CTE programs which ensures compliance with state mandated timelines and allows for timely upgrade of programs and courses. All other curriculum is reviewed within a six year cycle that includes update and revision of all course work. To facilitate all curriculum processes, the college has implemented the use of CurricUNET effective spring 2011. ([II.A.10](#), [II.A.11](#), [II.A.50](#))

The following are combined resources employed by the Research and Planning department to produce informative reports:

- Data from Supplemental Instruction (SI);
- Anecdotal and hard data from Basic Skills Initiative, Learning Skills Program (LSP), and STEM;
- Data for Honors and Phi Theta Kappa students;
- Learning needs;
- Informed data from assessments in Math, reading, and writing for all students;

- Special program data such as Puente, ESL, summer bridge, Upward Bound, EOPS, CARE, DSPS, CalWORKS, Talent Search, learning communities;
- Standard research via Decision Support System (DSS), Datatel, and Datamart, ARCC, eLumen, CurricUNET;
- EDD, EDC, Bureau of Labor Market and other regional resources. ([II.A.29](#), [II.A.38](#), [II.A.39](#), [II.A.110](#), [II.A.111](#), [II.A.132](#), [II.A.133](#))

The district assesses students' educational preparedness through the matriculation process which includes assessment, early outreach, cross enrollment, high school 2+2 articulation, concurrent enrollment, and other programs. The Office of Institutional Effectiveness and Planning also includes analysis of matriculation data in overall program planning. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. The district:

- assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method;
- provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students;
- designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function;
- designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity;
- regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. ([II.A.26](#), [II.A.84](#), [II.A.87](#), [II.A.99](#), [II.A.117](#))

The following research is conducted to inform what student learning needs are:

- gathering data on why students drop courses to better understand what interventions can be established to further their educational success;
- analyzing curriculum to determine gaps in knowledge that could be filled through a workshop or other intervention;

- gathering data on students' perception of their learning experience at Mt. San Jacinto College through the Graduate Survey;
- gathering information on the programs that students find most beneficial (i.e. Graduate Survey where students pick what interventions they use and the level of importance). ([II.A.14](#), [II.A.26](#), [II.A.86](#), [II.A.140](#), [II.A.141](#), [II.A.142](#))

Incoming students are assessed into English, Reading, and Math. Approximately 8,000-10,000 students are assessed every year. This assessment is used to place the students in the appropriate course level and provides a roadmap for students and Counselors to create an educational plan that allows students to complete their educational goals in a timely manner. The institution uses the following means to assess students' educational preparedness:

- conduct course placement of Math, English, and reading;
- create interventions for students scoring low on placement exam;
- analyze new and innovative course structures (i.e. Math 50/51 combo, learning communities);
- analyze student success in supporting courses prior to entry into transfer level courses;
- establish multiple pathways for entry into transfer level courses (i.e. adult education, workshops, Math jams).

The assessment information is gathered and an analysis is done on the data collected for students who assessed into, enrolled, and completed remedial courses and then continued onto college level courses, verses those students who did not have to take the remedial courses and went straight to the college level courses. ([II.A.15](#), [II.A.18](#), [II.A.26](#), [II.A.28](#), [II.A.67](#), [II.A.80](#), [II.A.88](#))

SELF EVALUATION

Mt. San Jacinto College collects data from the DSS system, SLO assessments, advisory meetings, and Shared Governance committees to develop and revise programs. Being that the district utilizes a data-driven decision-making process, this data is continually integrated into the Program Review process and used to justify and support decisions.

In an effort to focus and guide the district, two positions are funded, one for SLO management and the other for Program Review development. Additionally, these positions provide support through manuals and web content providing constant information to faculty, classified staff, and administration on SLO and Program Review development.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.1.b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Mt. San Jacinto College utilizes delivery systems and modes of instruction compatible with curriculum objectives and delivery methods. The Curriculum Committee process verifies that objectives are compatible with content, instructional methods, and assessment. Each course requires a completed and approved Outline of Record. This document is used to guide the courses creator through identifying content, integrating that content into instructional methods, and developing assessments options. The Outline of Record has a specific section titled “Methods on Instruction” and instructs the creator to identify several methods utilizing different learning styles. In identifying instructional methods, faculty is encouraged to include specific objectives. For example the BADM 104 identifies “Lecture, discussion, and video presentation on barriers to communication.” This identifies the instruction methods and also ties it into a critical course objective. ([II.A.41](#), [II.A.43](#), [II.A.50](#), [II.A.73](#), [II.A.143](#))

New programs and courses are now aligned through a rigorous curriculum process as diagramed in Figure 1. Each course has a technical review, and the potential for eight reviewers and two reads from Curriculum Committee members. This process provides all stakeholders an opportunity to offer input and discuss the content, instructional methods, assessments, and verify that the course is compatible with the mission of the college. Additionally, it provides multiple reviews so that all components of the Outline of Record are verified and synthesized. ([II.A.10](#), [II.A.43](#), [II.A.73](#))

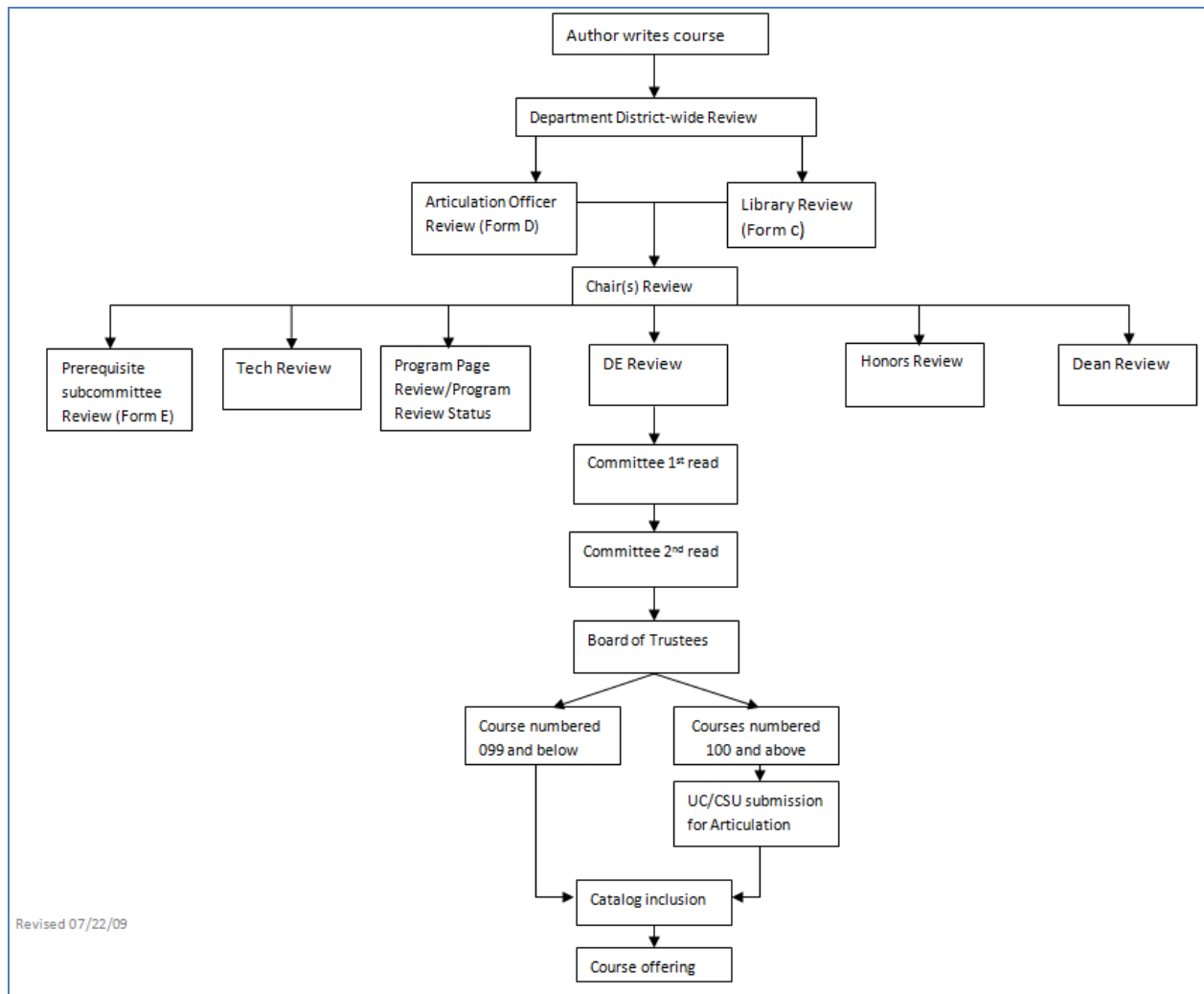


Figure 1 – Curriculum Process. Source - Curriculum Committee Website

The Curriculum Committee objectives support the SLO process to assure that course content is effectively delivered to students. Specifically, the Curriculum Committee Operating Procedures affirms that:

- It is the consensus of the Curriculum Committee (1) to support the process of developing and assessing student learning outcomes at Mt. San Jacinto College on various levels and (2) to become a repository of assessment materials and results.
- At the course level, the Committee will continue to ask that learning objectives be phrased in the form of behavioral outcomes. These objectives along with examples of assignments serve as starting points for developing and applying assessment tools. To allow for flexibility in assessment, the committee has decided that the assessment procedures will not become part of the outline of record. ([II.A.50](#))

- At the department level, the Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the discipline's Program Learning Outcomes. The information will not become part of the outline of record or program proposal, but rather the question is intended to stimulate and maintain an ongoing discussion of PLOs. ([II.A.41](#))
- At the institutional level, the Committee will be part of the process of developing and revising Institutional Learning Outcomes. A fundamental question in reviewing new or revised curriculum is how the curriculum supports the learning outcomes of the college as a whole.

After course approval, the SLO process continues with faculty teaching the course, assessing the content and delivery, then identifying any needed improvements or offering recommendations in delivery assessment or content. This is an ongoing process that is tracked and reported through the ASSIST program. ([II.A.5](#))

SELF EVALUATION

Mt. San Jacinto utilizes a system of review, dialogue, and assessment to assure that curriculum objectives are met. The Curriculum Committee has an established multi-system process that assures course information is integrated with appropriate delivery methods and that assessment options are identified and explained. In every step of the process faculty, classified staff, and administration are encouraged to review and dialogue about the development and assessment of courses and programs. This open-communication system ensures that the modes of instruction are compatible with the content and the mission of the college. The assessment process occurs during Program Review and also during course evaluations. The SLO process is a component of Program Review and assesses all sections of a course, then integrates the information to assess the effectiveness of the courses and the delivery methods used by each instructor. During faculty observations the effectiveness of content delivery is assessed, thus providing specific feedback to the instructor on their specific delivery methods.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Mt. San Jacinto College has a systematic process in place to create, apply, and assess SLOs on our courses and programs. Student learning outcomes are faculty driven and assessed at the course and departmental level. All instructional programs, degrees, certificates and employment concentrations have identified SLOs. Mt. San Jacinto College is actively creating SLOs for courses. Currently 76 percent of courses have SLOs that are being assessed on an established cycle. These SLOs are created at the departmental level through the Program Review and curriculum process. As of fall 2011, eLumen software is used to house, and verify SLO data. Prior to eLumen, SLO data has been archived on both the Institutional Effectiveness and Planning website as well as stored in the Blackboard course management system. All SLOs are assessed through a variety of methods which include (i.e. pre and post testing, portfolios, auditions) student successful completion of courses, certificates, degrees, and programs within disciplines. Assessment processes are reviewed and created with direction and guidance from the Assessment Council and the IPRC. ([II.A.4](#), [II.A.5](#), [II.A.13](#), [II.A.15](#), [II.A.25](#), [II.A.50](#), [II.A.144](#))

Courses are assessed by faculty and then the data is reported to the SLO Committee, which now is part of the Institutional Assessment Council. The results are incorporated into an action plan for the department and program to implement modifications to improve methods of instructional delivery and increase student success by meeting the standard rubric defined for the specific discipline through this process. For example, after assessing the BADM 103 course, faculty realized that they had different interpretations of the business plan objective. After this realization, faculty met, discussed the discrepancy, and in turn adjusted their methods of evaluation to uniformly align with the objective. ([II.A.54](#), [II.A.116](#), [II.A.145](#))

Mt. San Jacinto College's GE pattern learning outcomes have been established and are institutionalized through the Curriculum Committee process with full input from each discipline with course work within the pattern. The process included full alignment with Mt San Jacinto College's Institutional Learning Outcomes (ILOs) and was adopted in spring 2010 with activation in fall 2010. ([II.A.20](#), [II.A.21](#))

SELF EVALUATION

Mt. San Jacinto College identifies SLOs through course Outlines of Record and PLOs to verify objectives which are the basis for assessment. The assessment

process begins at the department level and proceeds through curriculum and Program Review processes to assure open dialogue among all stakeholders. Faculty drives the SLO process in that they create the Outline of Record and the SLO assessments. They further implement the assessments and analyze the results which they share with other faculty members. The assessment outcomes are communicated at the department level and also recorded and verified through the eLumen software program. Based on the assessment outcomes, faculty collaborates to make necessary changes. Faculty members work with administration to complete PLOs. Both groups collaborate to assure that the departmental objectives align with the program objectives. This process allows all stakeholders to participate and thus creates quality courses and programs that meet and support student needs. The process is reviewed by the Assessment Coordinator and Assessment Council to provide proper training and guidance in writing and assessing SLOs.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Mt San Jacinto offers a variety of instructional courses including:

- collegiate transfer level courses;
- developmental and pre-collegiate courses – referred to as basic skills courses;
- community education courses and programs – managed through the Continuing Education department;
- contract training – managed through CTE division;
- high school dual enrollment and articulation agreements;
- study abroad program – through Southern California Foothills Consortium for Study Abroad program based at Citrus College and the

American Institute for Foreign Studies (AIFS). ([II.A.27](#), [II.A.59](#), [II.A.107](#), [II.A.134](#), [II.A.146](#))

The decision to offer or create new courses and programs comes from student input, research, and community advisory meetings. The Student Government Association (SGA) represents students' interest in academic, cultural, social, and community opportunities available at Mt San Jacinto College. They communicate to faculty and administration on student needs that may have been overlooked in other departments. The district also relies on workforce data and community employment trends to direct career oriented programs. This data validates that students invest their time to learn marketable skills so they can secure employment. The community is also actively involved in college decision-making. Through business advisory meetings, Mt. San Jacinto College faculty and administration learn about the skills, both academic and vocational that students need to be valuable employees. They then direct new courses and programs to meet these needs. All new courses and programs go through the curriculum process as depicted in Figure 1. To assure that courses and programs are relevant, authors complete the "Need/Justification" area on the Outline of Record. Additionally, authors explain the need and field questions during the first read segment of the curriculum process. ([II.A.12](#), [II.A.41](#), [II.A.50](#), [II.A.73](#), [II.A.111](#))

The Curriculum Committee assures that courses meet the highest quality. The detailed Outline of Record requires courses to include:

- Lecture and Lab Units;
- Credit Type;
- Degree Pattern;
- Catalog and Short Description;
- Needs Justification;
- Prerequisite, Co-requisite, and Recommended Preparation;
- Learning Objectives;
- Course Content;
- Methods of Instruction;
- Methods of Evaluation;
- Assignment Examples;
- Required and other Reference Materials.

Each of these items is reviewed by multiple committee members who analyze courses for consistency, and synchronization with the learning objectives and the mission of the college. Each course is represented at several meetings where the committee works with the author to understand the objectives and edit the submission so it meets the quality standards required by the Mt. San Jacinto Curriculum Committee. ([II.A.9](#), [II.A.19](#), [II.A.23](#), [II.A.41](#), [II.A.73](#), [II.A.101](#))

To ensure that courses and programs meet quality standards, SLOs and PLOs are assessed. For each course, key objectives are identified, assessment techniques created, and an assessment rubric developed. After implementing the assessment and reviewing the outcomes for improvement the data is sent to the Assessment Coordinator. Programs are assessed through discussion with faculty, classified staff, administration, and community and educational advisors to assure the program relevancy and uniform direction. The procedures for this process are outlined in the Program Review Manual which is also updated on a regular basis. ([II.A.5](#), [II.A.13](#), [II.A.15](#))

SELF EVALUATION

Mt. San Jacinto College offers a variety of programs designed to address the diversity of student needs and educational goals. The district, in collaboration with the SGA, and community partners, plan and create new courses and programs. Decisions are also based on relevant data to assure courses and programs are relevant to academic and vocational needs.

The quality and relevance of all credit and non-credit courses regardless of location or mode of delivery are assured through careful scrutiny of new course proposals and ongoing evaluation and improvement cycles as dictated by the curriculum and Program Review processes. Equally high standards and program rigor are applied to all instructional programs offered by the college. The Strategic Plan framework (pending adoption) for institutional effectiveness describes how instructional goals drive institutional goals.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Mt. San Jacinto College uses procedures established through Curriculum Committee and through Program Review to design, identify learning outcomes to approve, administer, deliver, and evaluate courses and programs. The Curriculum Committee considers and recommends policies and procedures regarding curriculum development, prerequisite, graduation requirements, General Education requirements, Program Review, grading policies, and program discontinuance. Program Review facilitates data-driven collaborative decision-making, which, in turn, fosters academic excellence, promotes student success and maintains high-quality educational and support programs. Both programs work in conjunction with each other to assure a synchronous adherence to the mission of the college. ([II.A.13](#), [II.A.46](#), [II.A.50](#), [II.A.119](#))

The Curriculum Committee is instrumental in approving and editing programs for quality and content. This committee is comprised of 13 instructional faculty, four at large faculty members, four classified staff members, and representatives from the Learning Centers, Library, Counseling, Articulation, Students, Classified Senate, and administration. Figure 1 illustrates the stages programs and curricula are required to pass before being approved. These stages assure that all stakeholders have an opportunity to provide input into program development and revision. ([II.A.50](#))

Data from the ARCC database is monitored regularly and where success and retention rates are low, interventions are recommended and implemented. For example, the expansion of the Supplemental Instruction (SI) program is a direct outcome of ARCC data. ([II.A.29](#), [II.A.30](#), [II.A.38](#), [II.A.39](#), [II.A.133](#))

Student Learning Outcomes and PLOs are in place to guide assessment. An institutional assessment cycle for programs and courses has been established to maintain quality standards. As a result of assessments and Program Review, improvements and needs have been identified. For example, a significant revision has been the creation of a new course, TA 100, Introduction to Tutoring Across Disciplines that will replace several outdated TA courses, namely TA 080, TA 081, TA 082, and ENGL 191. The new course is now a three unit, transferable course that will be team-taught by instructors from multiple disciplines. ([II.A.4](#), [II.A.5](#), [II.A.31](#), [II.A.32](#), [II.A.33](#), [II.A.34](#), [II.A.35](#), [II.A.36](#), [II.A.37](#), [II.A.46](#), [II.A.60](#))

The Distance Education Orientation taskforce reviews, assesses, and implements recommendations to improve the Distance Education student orientation process equipping students with the resources, tools, and skills necessary for the online course environment and preparing them for success regardless of course mode of delivery. This taskforce was formed in late fall 2010 in response to the acquisition of a new Title V grant in which funding was provided to update and improve our existing online orientation module and process. An initial planning meeting was held to design the scope of the project

which will be funded in the 2011-2012 Title V budget. The goal of the project is to provide effective orientation for all students, including basic skills and English as a Second Language (ESL) students for online course components and technology usage across the college. ([II.A.40](#), [II.A.61](#), [II.A.62](#), [II.A.64](#), [II.A.65](#), [II.A.96](#), [II.A.112](#), [II.A.147](#))

In the current student orientation process, which consists of an online component and a face-to-face component (student's choice), student data is collected and stored in the Datatel system. Mt. San Jacinto College is preparing to analyze data between students who have completed an orientation process and students who have not. This data will be used to learn the success and retention rates in an online program. The district consistently has 400-500 students enrolled in the online module at any one time. ([II.A.61](#), [II.A.62](#))

The Distance Education Orientation is only one component of quality measures in place in the Distance Education Program. Other measures include a regular effective contact policy (monitored by the Curriculum Committee), extensive professional development opportunities, Academic Senate recommendation for faculty readiness standards for online teaching faculty (administered by the instructional deans and the Vice President), accessibility self assessment and subsequent correction for possible problems in online materials, departmental adherence to the faculty readiness standards, and individual departmental trainings as requested. ([II.A.63](#), [II.A.64](#), [II.A.65](#), [II.A.76](#), [II.A.77](#), [II.A.84](#), [II.A.96](#))

SELF EVALUATION

Mt. San Jacinto has established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The curriculum process is the first step. It is there where courses and programs are created and follow a well-established set of quality standards. To guarantee courses and programs have the maximum input by all stakeholders, this process is transparent where documents and meeting attendance is open to everyone. The district supports open dialogue, actively listens to all input, and through professional collaboration produces quality results. The Program Review process is the next step to assure courses and programs are regularly assessed and updated as needed. Mt. San Jacinto College uses data obtained through the Program Review/SLO process to make changes in content, delivery, assessment or any other element identified as needing improvement. This multi-step process has worked to produce quality educational programs for the district's student population.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

During the entire curriculum development process, competency levels are incorporated into program submissions, course outline submissions, prerequisite, and assessment tests (where applicable). This includes all Honors and Distance Education addenda. ([II.A.9](#), [II.A.41](#), [II.A.42](#), [II.A.50](#), [II.A.73](#))

To provide students with clear communication and to maintain a constant review of program information and competency levels, Mt. San Jacinto College reviews and updates catalog program pages every spring, for publication in the next academic year. During this review, departments, divisions, and faculty are tasked with reviewing program page information and submitting updates. The review includes looking at each program, verifying the proper sequence of courses is included in each, and evaluating and making changes to pre-requisite requirements. These updates are then reviewed by the Curriculum Committee and approved by the Board of Trustees. The final program pages are printed in the college catalog, housed on the curriculum website, loaded into degree audit systems through Enrollment Services, and disseminated to the Counseling department as educational plans. With information obtained during the preliminary Self Study feedback (accumulated in spring 2010 and the fall 2010), Mt San Jacinto College Accreditation Climate Survey, the shift to the CurricUNET software platform and the reactivation of the IPRC, it was determined that the catalog is an official document. As an official document, Mt. San Jacinto College is committed to the annual review of program pages and validates catalog information for accuracy and relevancy. ([II.A.10](#), [II.A.16](#), [II.A.17](#), [II.A.19](#), [II.A.68](#), [II.A.103](#))

In October 2010, Mt. San Jacinto College initiated the catalog program page revision, reformat, and information collection project. Catalog Program Review has completed its cycle and all changes are incorporated into the 2011-2012 catalog. The catalog now includes:

- Transfer or Non-Transfer degrees and cross reference any degree from other departments with similar coursework or awards (Liberal Arts degrees with area emphasis or local interdisciplinary degrees).
- Which individual General Pattern to be followed for each degree (Options A –non transfer, Option B – transfer using CSU GE, and Option C – transfer using IGETC) to clarify for students, faculty and staff exactly what a student must take to receive an AA or AS degree from Mt. San Jacinto College and includes any outside mandates from Academic Senate, Title 5, and state Legislative Bills.
- All program contact information was simplified with one contact per campus indicated by department chair, dean and Vice President of Instruction to expedite any issues that occur for students during their enrollment.
- New criteria for program descriptions were created and all transfer and non-transfer degree language was standardized. These changes include language to indicate whether a degree is non-transfer or transfer within the first sentence and distinctive features of each program to be incorporated into the program description.
- Program Level Outcomes (PLOs) are now included on catalog pages. Additional learning outcomes for employment concentrations and Career and Technical Education (CTE) patterns will be posted on the Assessment and SLO website.
- Career opportunities for all degrees (both two and four-year degrees based on), certificates and employment concentrations were researched by faculty and include information from:
 - ♦ assist.org,
 - ♦ EUREKA career database,
 - ♦ local, state, and national labor market statistics,
 - ♦ outside agency mandates (such as LVN, RN or DMS, AJ, AUME, RE, LEG). ([II.A.5](#), [II.A.15](#), [II.A.69](#), [II.A.70](#), [II.A.71](#))

To guarantee that students are prepared for each course, Mt San Jacinto communicates instructional pathways through GE Requirements. There are three pathways:

- Option A for the AA/AS degree path;
- Option B for CSU transfer path;
- Option C for the Intersegmental General Education Transfer path. ([II.A.100](#))

Each pathway is presented with a definition criterion and check-off lists for approving GE courses. This includes PLOs and clear student outcomes in each GE area as adopted by the Curriculum Committee in 2011 and approved by the Academic Senate. The GE pathways are available in print and electronic format on the counseling website, the Career/Transfer Center website, and in the general catalog.

Competency levels and measurable SLOs are determined by faculty, who refer to the course Outline of Record for reference and consult with advisory committees to obtain a clear direction for new courses, programs, and competencies desired from employees. Currently, 100 percent of academic and CTE departments have identified PLOs and 76 percent of courses have identified SLOs. All of the General Education pattern degrees have learning outcomes and 10-15 percent of employment concentrations have PLOs. Courses and programs are developed based on input from advisory committees, faculty, and labor market data. For example, all CTE programs hold annual meetings with industry business partners. These meetings provide faculty, classified staff, and administrators an opportunity to converse with industry leaders on current industry skills and standards so CTE curriculum, SLOs and PLOs can reflect recent trends and needs. ([II.A.11](#), [II.A.12](#), [II.A.116](#))

Based on Program Review assessment, some courses, programs, and employment concentrations were deactivated during the 2011-2012 Catalog cycle or underwent major course revisions. In some cases, coursework was reordered to create new pathways to employment. The district specifically addressed student concerns of “what can I do with this coursework?” Through the Office of Instruction all research accumulated through this Program Review process has been incorporated into an electronic repository for ease of future access and will be updated during the established Program Review cycle by each department. All department chairs and instructional deans quickly realized the critical need for this updated information prior to the 2011-2012 catalog printing. ([II.A.13](#), [II.A.19](#), [II.A.46](#))

During the 2011-2012 academic year, Mt. San Jacinto College will propose that all course syllabi include SLOs. Documents pertaining to syllabus development will be updated to reflect the changes. This ensures that students understand the SLO expectations of the course. These expectations are determined by the department and based on various performance indicators embedded in each course outline of record. To ensure SLOs support the district’s mission, SLOs are developed to support PLOs which in turn supports ILOs. ([II.A.21](#), [II.A.108](#), [II.A.116](#))

SELF EVALUATION

Mt San Jacinto College regularly assesses courses, programs, and outcomes to assure they are relevant and accurate. Faculty work with business and educational institutions to discuss learning needs and the level at which students are succeeding. This collaboration, drives curriculum and program revisions and enhancements, and helps faculty determine the types and depth of assessments to administer.

Through open and varied communication, Mt. San Jacinto College annually updates information accessible to students and the community. Each publication year, the catalog is reviewed, updated, and made available in print and on the college website. The catalog identified the GE pathway for degrees and transfer paths. The catalog clearly identifies each instructional program and lists the certificates and specifically identifies the courses required for each certificate.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Mt. San Jacinto College utilizes collaborative review processes and data to assure and assess educational quality. In creating and assessing courses and programs, the district involves internal and external processes and stakeholders. This is further supported through analysis of data collected through the Office of Institutional Effectiveness and Planning. ([II.A.2](#))

Figure 1, outlines the quality process that courses and programs have to complete before being added as an official course or program. The Mt. San Jacinto College Curriculum Best Practices Handbook provides guidelines on creating quality courses and programs. To assure that courses have the appropriate depth, breadth, rigor and sequencing, each course and program Outline of Record requires faculty to:

- identify if the courses are part of a program;
- rationalize the need for or change of a course or program;
- incorporate Blooms Taxonomy to all courses objectives;
- synthesize SLOs with PLOs;
- identify the prerequisites, co-requisites or recommended preparation;
- explain instructional methods;
- provide assignment examples.

Throughout the curriculum process, the Curriculum Committee comprised of faculty, classified staff, administrators and students, review these requirements. ([II.A.2](#), [II.A.18](#), [II.A.73](#), [II.A.116](#), [II.A.119](#))

To assure that courses and programs meet the quality standards identified in the outline of record, each course and program complete the SLO development and assessment process. The SLO Development and Assessment Cycle requires faculty to use the outline to collaborate on key course objectives to create assessments, implement the assessments, and then to report the findings to the SLO Coordinator. The findings are also used to adjust curriculum, teaching methods, and objectives as needed. ([II.A.2](#), [II.A.5](#), [II.A.15](#), [II.A.18](#), [II.A.73](#))

An effective forum for institutional dialogue on the quality of instruction has been an ongoing focus at the @MSJC Technology and @MSJC Teaching and Learning Academies held prior to the start of each semester. These are faculty led workshops on effective teaching strategies, teaching methodologies, and program integration. The academies have proven to be invaluable tools for faculty to provide information and options to incorporate best practices for student learning into the classroom. FLEX programs are also offered throughout the academic year that concentrate on pedagogy issues determined by the faculty on topics such as basic skills development, classroom safety, retention, and writing across the curriculum. ([II.A.76](#), [II.A.77](#), [II.A.78](#))

In fall 2010, the FLEX Committee and the @MSJC Academies combined efforts to produce unified professional development opportunities and calendar for all faculty, classified staff, and administrators. A recommendation from the FLEX Committee in collaboration with @MSJC Academies planners to combine all professional development activities under a Shared Governance Staff Development Committee is currently under review. ([II.A.76](#), [II.A.77](#), [II.A.78](#), [II.A.79](#))

External stakeholders are also consulted to assure courses and programs offered at Mt. San Jacinto are in sync with educational partners. For example, in the biological sciences faculty determine appropriate depth, breadth, rigor, and

sequencing by conferring with their colleagues at local California State Universities (CSU) and University of California (UC) institutions. Several biology faculty recently met with University of California Riverside (UCR), a key transfer institution for Mt. San Jacinto College students, and determined that the breadth and depth of the introductory biology series is comparable to the courses they offer, but the sequencing of the material was slightly different. This information is being used to further develop courses so that transfer students are prepared for upper division courses when they transfer. ([II.A.74](#), [II.A.98](#))

Mt. San Jacinto Colleges connection to UCR has been strengthened through the Science Technology Engineering and Math (STEM) grant that Mt. San Jacinto College received in October 2008. This grant provided funds to promote the success of underrepresented Hispanic minority students. One of the goals of the grant was to create a Biotechnology course series to provide training in this growth industry which was completed in the spring 2010. Subsequently, the first and second semester Biotechnology sequence courses have been articulated with CSU and UC and have been awarded General Education transfer status. As part of the grant, SI was instituted within all science, technology, engineering, and Mathematics disciplines. Individual departments continue to support all STEM course cohorts by providing SI with additional workshops through the learning centers, focusing on study skills, scientific writing, and time management. ([II.A.30](#), [II.A.38](#), [II.A.39](#), [II.A.75](#), [II.A.135](#))

To assure faculty are informed of all areas of student success data collected from the Office of Institutional Effectiveness and Planning is readily available. Prior to each semester the office e-mails enrollment data to all faculty, classified staff, and administrators. The office also posts data on the Institutional Research website to be used for assessment and planning. Additionally, the office provides data to faculty to support their planning and assessment needs. For example, dialogue is ongoing with the Associate Dean of Research and Planning concerning Math, Reading, ESL, and English courses, especially Math 096, English 061, and the ESL and Reading sequences. ([II.A.1](#), [II.A.2](#), [II.A.3](#))

SELF EVALUATION

Mt. San Jacinto College works closely with faculty, classified staff, administrators, and educational partners to assure quality courses and programs. Through well thought-out procedures, faculty is guided through a creation process that produces quality courses and programs; they are further directed through the assessment process and are supported with data to validate course and program completion and valid sequencing. These collaborative efforts assure the Mt. San Jacinto College offers student high quality courses and programs that have appropriate breadth, depth, rigor sequencing, time to completion, and synthesis of learning characteristics.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Mt. San Jacinto College faculty recognize that students have different levels of academic preparation and learning styles both of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. Acknowledging that academic probation and eventual disqualification may result when student learning styles are not accommodated, the college has institutionalized a number of strategies that address the different levels of academic preparation and learning styles of its students. ([II.A.129](#))

The following is a list of resources available to faculty, classified staff, and administrators that support the development and understanding of delivery modes and methods:

- @MSJC Technology Academy;
- @MSJC Teaching and Learning Academy;
- MSJC Chair Academies;
- FLEX activities;
- Learning communities;
- Learning Communities Institute;
- Supplemental Instruction;
- Learning Resource Center discipline specific labs – writing, Math, reading, foreign languages, skills workshops;
- Classroom observations as part of faculty evaluations;
- Tutor training courses with MBTI assessment;
- Learning Skills Program;
- Accessibility workshops for faculty;
- Disabled Students Programs and Services;

- Early Alert to identify and assist students who are at risk;
- Focused advising for basic skills students and special population;
- Learning Communities for Athletics;
- Upward Bound/TRIO;
- Talent Search;
- Extended Opportunity Programs and Services;
- Student Success Summit.

([II.A.29](#), [II.A.30](#), [II.A.38](#), [II.A.39](#), [II.A.76](#), [II.A.77](#), [II.A.78](#), [II.A.80](#), [II.A.83](#), [II.A.84](#), [II.A.85](#), [II.A.86](#), [II.A.87](#), [II.A.88](#), [II.A.89](#), [II.A.90](#), [II.A.91](#), [II.A.102](#), [II.A.113](#))

Technology is used extensively to provide students different learning environments. Distance Education offers multiple strategies and teaching methodologies to provide varied delivery methods. For example, all courses have access to a Blackboard shell that instructors can utilize for delivering content, discussion, and assessment; fully-online courses are available as are hybrid courses. Furthermore, technology support is provided by the Instructional Technology Support (ITS). ([II.A.40](#), [II.A.62](#), [II.A.64](#), [II.A.92](#))

The district incorporates a variety of technology solutions to support student learning such as:

- Computerized instructional support software and tutorials such as Hawkes Math tutorials, Skills Bank, Office, Maya, CAD;
- E-books and clicker technology for immediate student response and instructor feedback;
- Assistive software that addresses those who are visual, auditory, or tactile learners such as Kurzweil, Dragon NaturallySpeaking, and Jaws;
- Delivery tools such as Blackboard, the course management set of software tools for distant and face-to-face instruction;
- Delivery software such as PowerPoint to impart information;
- Hardware tools such as Smart Classroom equipment to display internet and other software for visual and auditory demonstration to face-to-face students;
- CCC Confer to assist students with learning at a distance also used for remedial learning;
- Email to impart information and to submit assignments.

([II.A.62](#), [II.A.64](#), [II.A.81](#), [II.A.82](#), [II.A.85](#), [II.A.92](#))

The curriculum process, course evaluations, and SLO procedures assess the effectiveness of course delivery methods. The Curriculum Committee requires course authors to provide several methods of instruction that reflect varied learning styles. ([II.A.5](#), [II.A.18](#), [II.A.22](#))

The Curriculum Best Practices Handbook instructs authors when completing the Methods of Instruction section that:

The methods must appropriately align with the expected learner outcomes, content and evaluation methods of the course as well as reflect the needs of a variety of learning styles. Choices of methods can include class lecture/discussion/demonstrations, drill and pattern exercises, videos/films/slides/audiotapes, pair and small group activities/discussion, reports and papers, cooperative learning tasks, guest lecturers, computer assisted instruction, distance learning, directed study, work experience and/or internships. ***However, methods of instruction must tie back to learning objectives and specifically state how the method will apply in the classroom.*** Simply listing the methods is not sufficient; tie the specific methods to course objectives.

Examples of this might include: In-class and out-of class video presentations of Shakespearean plays followed by instructor-guided analysis of character and plot or lecture presentation and classroom discussion on current environmental concerns and their impact on scientific study.

Assessment occurs at the departmental level through faculty observation and the SLO process. When instructors are evaluated, evaluators observe the delivery methods used and comment on their effectiveness. If an ineffective method is observed the evaluator discusses the methodology with the instructor and together they develop a more effective approach. The SLO assessment process assesses the success of delivery methods as they relate to the course objectives. During this process, faculty self-assess and discuss delivery methods with colleagues within the department as a basis to explain the assessment outcome. These processes are effective in assessing the instructor's delivery and recommending methodologies for course delivery. ([II.A.5](#), [II.A.15](#))

SELF EVALUATION

The faculty and administrators of Mt. San Jacinto College recognize the diverse student population requires varied instructional methods and that these methods are dynamic. This is evidenced in the use of technology and the

narrative provided on each course's Outline of Record, the instructor observations and the SLO assessment process.

Student diversity and learning methodologies is a common agenda item in professional development meetings, workshops, and events. The continual dialogue is a means by which faculty can share best practices and develop creative and effective teaching methodologies to meet the needs of all students.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.e.

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Mt. San Jacinto College programs are assessed and evaluated through: Program Review; unit plans; student success data; education plan; and community advisory assessment to assure the program's relevance. ([II.A.4](#), [II.A.46](#))

The Program Review process addresses the:

1. relevancy of data from the previous review, program strengths, and challenges;
2. appropriateness of the program's mission, program goals, curriculum review, program activities;
3. achievement of student learning, success rates, statistics on student diversity, and areas of retention;
4. outcomes based on: enrollment statistics, FTES, fill rates, and grade distributions.
5. prevalence of strengths and challenges, and the three year cycle for Program Review plus yearly updates;
6. future planning, including plans for improvement, curriculum review, budget, equipment, staff, and resource reviews. ([II.A.13](#), [II.A.46](#))

The review process is on-going. Each fall, the program department chair completes a full Program Review or Annual Program Assessment, as required. The reviews and assessments must be completed by October 31 of that

academic year. The process consistently follows a cycle, which includes elements of:

- a review of all programs;
- statistics on the student diversity including, grade distribution, age, gender, ethnicity, retention, and student success;
- the data and age of curriculum;
- the relevance as determined by: retention, success rates, certificate and degree statistics, the outline of record, enrollment, as applicable by labor statistic or transfer requirements, and the mission of the college, ILOs, and PLOs;
- an evaluation of unit plans and the role of the program in regards to the overall curriculum;
- assessment instruments have or are being implemented;
- institutional planning references Program Review documents in the planning process. ([II.A.15](#), [II.A.21](#), [II.A.23](#), [II.A.46](#))

Faculty, department chairs, and respective deans determine program relevancy through Program Review, advisory meetings, and continuous communication with the Articulation Coordinator. Course review and the development of SLOs is established at the department level and communicated to the administrative level through the SLO assessment process. The process includes standard procedures that create a dialogue amongst faculty and classified staff. The implementation of the eLumen software program which is under the coordination of the Assessment Coordinator provides an additional platform for discussion, integration, and reporting of SLOs. The course rationale, program rationale, discussions of the relationship to student learning outcomes, and individual course objectives found within the mandatory curriculum process and procedures are developed by faculty and submitted through the Curriculum Committee in accordance with the Academic Senate. Annual advisory meetings are held by each CTE department to collect data from business and education partners on the relevancy and appropriateness of programs. Academic faculty communicates with the Articulation Coordinator to verify the relevancy and accuracy of transfer level courses. ([II.A.5](#), [II.A.12](#), [II.A.15](#), [II.A.18](#), [II.A.25](#), [II.A.46](#))

SELF EVALUATION

Every academic year faculty, classified staff, and administration is actively involved in the evaluation processes. The Program Review process requires programs to either complete full reviews or annual assessment to assure programs are relevant. The curriculum process also requires continual assessment of courses either on a two-year cycle for CTE or on a six-year cycle

for academic courses. Advisory meetings verify the CTE programs correlate with industry standards and needs. Academic courses are reviewed by the Articulation Coordinator to verify the relevance and accuracy to transfer agreements.

The evaluation process produces positive results and significant changes to meet students' needs. As a result of this assessment, several programs have emerged, such as American Indian Studies, Anthropology, Communication Studies, English, Mathematics, and liberal arts and have been created specifically for transfer.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

A system is in place to ensure that systematic evaluation of programs and services occurs. Program Reviews are on a systematic cycle with annual updates required from each department. Included in the Program Review from each unit/discipline are the following:

- Objectives;
- SLOs, PLOs, and AUOs;
- How SLOs, PLOs, and AUOs are linked to ILOs;
- Assessment criteria;
- Assessment measure;
- Data collection and analysis;
- Findings and recommendations;
- Area needs assessment (i.e., personnel needs, equipment needs, facilities needs, professional development needs, technology needs,

instructional needs, and miscellaneous needs). ([II.A.5](#), [II.A.13](#), [II.A.15](#), [II.A.21](#), [II.A.22](#), [II.A.23](#), [II.A.46](#), [II.A.60](#))

Program Review is submitted to the appropriate supervising dean. The supervising dean works with department chairs to create a preliminary plan for their unit. Once approved, it is submitted to the Vice President of Instruction. The deans and the Vice President meet to develop unit plans, discuss the goals and objectives of the unit, determine needs, and prioritize needs for college budget request and allocation of resources. The Vice President of Instruction completes an annual division summary used in developing the Strategic Plan. ([II.A.46](#), [II.A.93](#))

The Associate Dean of Research and Planning provides data to instructional units for Program Review to support the objectives and outcomes of the units. Data is continually being collected, analyzed, and interpreted by faculty, coordinators, and directors from the respective units. The deans also review it with a final review by the Vice President of Instruction to develop an implementation plan for the Instructional Services. ([II.A.1](#), [II.A.46](#))

The institution understands that data is part of the process of planning. This data is used by all constituent groups for planning and assessment and is linked to the Institutional Assessment Council, Institutional Planning Committee (IPC), Budget Committee, and College Council. The recommendations are then forwarded to the Superintendent/President. ([II.A.2](#), [II.A.52](#), [II.A.54](#), [II.A.55](#), [II.A.56](#), [II.A.58](#), [II.A.60](#))

The IPC, a Shared Governance committee, was reorganized and in 2009 began meeting on a regular basis. In addition to IPC meetings, the Shared Governance Document of the college was updated in spring 2011 and approved by the Board of Trustees. The charge of all committees was reviewed and revised to reflect the current practices and stakeholders of the college. ([II.A.52](#), [II.A.57](#), [II.A.58](#), [II.A.136](#))

In March of 2010, during the IPC retreat, a new planning model was developed for the college. The IPC was able to make the new planning cycle part of the regular Shared Governance process. This new process focuses on data-driven decisions with a theme of “Plan, Do, Review.” This theme is now built into every Shared Governance committee. Each committee is also required to develop annual goals and report to the College Council on the successes of those annual goals. ([II.A.52](#), [II.A.53](#), [II.A.56](#), [II.A.57](#), [II.A.58](#))

All planning is based on data that is then used to create the Educational Master Plan. All other plans are driven by the Educational Master Plan and include the following:

- Strategic Plan;
- Facilities Master Plan;
- Technology Master Plan. ([II.A.93](#), [II.A.94](#), [II.A.95](#))

To ensure that data-driven planning is the focus, the college has developed a Strategic Plan to guide activities towards successful completion of the longer-term plans. From the Strategic Plan, each area will develop project plans so that at every level of the institution projects align with the long-term plans of the college.

SELF EVALUATION

Mt. San Jacinto College uses a systematic, data-driven process that drives all planning development. All planning and development is based on qualitative data from numerous sources and qualitative data from advisories and student input. This data is used to create courses and programs and also to assess the accuracy and relevancy of each course and program.

Faculty, classified staff and administrators have been trained on using data collection systems, particularly the DSS system, to extract information. Access to this system is available to all groups through the college website and provides information on courses enrollments, retention and scheduling. This data is used during the Program Review process to ensure relevancy, in scheduling to guarantee student access to high demand courses, and development of courses to build programs that meet student needs.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

One option for faculty to use in assessing objectives is the use of common examination questions. When used, they are developed by departments using a common SLO for the course to be assessed. Currently 76 percent of the courses have identified learning outcomes. Faculty administers the examinations and has the flexibility to establish parameters to determine the weight of the question or exam. Each examination question addresses a single measurable

concept. After all tests in a particular section are scored, the instructor creates a per question data analysis to indicate the percentage of students who answered each question correctly. This information determines which concepts need to be reinforced, how well students have learned the concepts, and how effectively the instructors have presented these concepts. Some of these questions are specifically designed to assess student mastery of course-level and program-level student learning outcomes. ([II.A.5](#), [II.A.15](#), [II.A.48](#), [II.A.116](#))

Multiple assessment tools further ensure non-biased valid measures of student learning. For example, an English class provides both quizzes and essays to determine student learning outcomes. The Assessment Council meets regularly to discuss a variety of issues related to course SLOs. When appropriate, the Assessment Coordinator works with faculty to modify examinations to ensure that it provides a valid, unbiased assessment of student skills and mastery of student learning outcomes. It is this ongoing data collection and collaborative faculty analysis that ensures the examination remains a viable assessment tool. ([II.A.5](#), [II.A.15](#), [II.A.22](#), [II.A.54](#), [II.A.60](#), [II.A.116](#))

SELF EVALUATION

Mt. San Jacinto College faculty have the option of choosing the assessment tools appropriate for the course's content. Departments using common assessment tools closely monitor student performance and work to eliminate bias. The integration of the SLO assessment cycle into departmental evaluation and planning efforts has strengthened these practices. The district's commitment to this ongoing cycle of self-examination and improvement ensures that scrutiny of common assessment tools will be ongoing and thorough.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.A.2.h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Mt San Jacinto College bases course content and credit awarded on the courses' SLOs. The learning objectives identify the depth, breadth, and rigor of the

course which consequently is used to calculate the award credit. Award credit falls within the accepted norms for lecture and lab standards. Each lecture unit requires one hour per week of class time, and two hours per week of study outside of class. Each laboratory unit requires three hours per week of class time. ([II.A.7](#), [II.A.10](#), [II.A.18](#), [II.A.41](#), [II.A.73](#))

Lecture Units	Hours
1 unit	16-18
2 units	32-36
3 units	48-54
4 units	64-72
5 units	80-90

Lab Units	Hours
1 unit	48-54
2 units	96-108
3 units	144-162
4 units	192-216
5 units	240-270

SELF EVALUATION

The Mt. San Jacinto College assigns units of credit consistent with norms and equivalencies appropriate for higher education courses. The course author proposes the credit award then the Curriculum Committee reviews the content with the award proposal. If the committee's evaluation recommends an increase or decrease in the award, the Curriculum Committee discusses it with the course's author and collaboratively decides on the credit award.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

The 2011-2012 Mt. San Jacinto College General Catalog clearly lists degrees and certificates for each program and the required objectives. At the beginning of each program section the transfer and non-transfer degrees are listed along with any cross reference degrees. For additional clarity, the individual General Education pattern is listed (Options A –non transfer, Option B – transfer using CSU GE, and Option C – transfer using IGETC) and, if applicable, includes any

outside mandates from the Academic Senate, Title 5, and state legislative bills. The program descriptions are standardized to include language to indicate consistent information. Each program page also lists learning outcomes with additional learning outcomes for employment concentrations and CTE patterns. These are also posted on the Assessment/SLO website. Career opportunities for all degrees, whether transfer or non-transfer, are based on labor market statistics locally, statewide, and nationally and are also listed on each program page. ([II.A.5](#), [II.A.15](#), [II.A.20](#), [II.A.23](#), [II.A.54](#), [II.A.60](#), [II.A.100](#), [II.A.116](#))

The Program Review and curriculum process offers open dialogue opportunities for faculty, classified staff, and administrators regarding learning expectations for degrees and certificates. During the curriculum process, each course is identified as a stand-alone or as part of a program. If a course is part of a program that program is identified along with a rationale relating the course's objectives to the program objectives. The Program Review process also supports dialogue through review and assessment of existing programs. ([II.A.7](#), [II.A.13](#), [II.A.18](#), [II.A.41](#), [II.A.46](#))

SELF EVALUATION

Mt. San Jacinto College awards degrees and certificates based on learning outcomes. The district provides these outcomes in the college catalog that is available in printed form and also available electronically through the district's website. Each program clearly identifies the learning outcomes, transfer status, and applicable education pattern. Additionally, each program identifies career opportunities to assist students in planning for future careers.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.3

The institution requires of all academic and vocational degree programs a component of General Education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the General Education curriculum by examining the stated learning outcomes for the course.

The Mt. San Jacinto College catalog clearly states the faculty-developed rationale for General Education that serves as the basis for inclusion of courses in GE. ([II.A.19](#))

This is exemplified in the following sections:

- The “Course Numbering System” section on page 80 of the college catalog states GE courses “...are certified by the college to be of baccalaureate level, or...not transferable to four-year institutions, or...non-degree applicable...and meet the criteria in Title 5 termed ‘standards of rigor.’” This section further explains courses numbered below 100 are developmental courses and those over 100 are transfer level courses. ([II.A.19](#))
- The “Graduation Requirements” section on page 74 explains that Mt. San Jacinto College provides GE courses required for graduation and transfer. It further states that, “The minimum requirements for the Associate of Arts or Associate of Science Degree are specified by the Board of Governors of the California Community Colleges and Mt. San Jacinto College Board of Trustees. The degree will be granted upon completion of 60 semester units of coursework and the fulfillment of...specific requirements (inferred to include General Education units).” ([II.A.20](#), [II.A.100](#))
- To provide clarity, the GE requirements are formatted in a checklist format and separated into three distinctive Options:
 - ♦ Option A on page 84 identifies the GE requirements for an AA/AS without a potential option to transfer (as referenced above for General Education Learning Outcomes)
 - ♦ Option B on page 85 identifies the GE requirements for a transfer degree to the CSU or possibly certain private and/or out-of-state colleges (this General Education is a purview of the CSU system not Mt. San Jacinto College – the college’s curriculum must meet CSU General Education criteria to be accepted for this pattern)
 - ♦ Option C on page 87 identifies the GE requirements for a transfer degree to the CSU, UC, or potentially private and/or out-of-state colleges (this General Education is a purview of the UC system not Mt. San Jacinto College – the college’s curriculum must meet UC General Education criteria to be accepted for this pattern) ([II.A.72](#))

Options B and C course definitions and inclusion on patterns must wait for final decision during the yearly CSU and UC review. Courses are submitted by the Articulation Coordinator during the annual cycle in December for the following academic year. Decisions are posted to ASSIST, on the college’s GE forms loaded into Datatel at the courses level, and printed in the catalog. ([II.A.19](#), [II.A.24](#), [II.A.44](#), [II.A.100](#))

The Outline of Record has a separate section addressing the courses relation to GE requirements. During the course approval process, course authors and discipline departments requesting GE inclusion must provide justification. This is then reviewed by the faculty-run Curriculum Committee. ([II.A.50](#), [II.A.73](#), [II.A.100](#))

Every course offered at the college must first be approved by the Curriculum Committee and requires the creation of a number of forms. Form A states how the course relates to the department learning objectives. Form B clearly states the course learning objectives before describing the course content, methods of instruction and evaluation, as well as assignments, all of which are correlated in such a manner as to insure the learning objectives are met in all phases of the course. Each submission passes through several readings in which it is scrutinized by a variety of personnel who bring different perspectives to the process (see Figure 1). The course is not approved until all suggested revisions are made and all forms reviewed and signed by the department heads and the deans of instruction. This process has been integrated into the new CurricUNET system. ([II.A.10](#), [II.A.41](#), [II.A.43](#), [II.A.50](#))

Analysis of student learning outcomes is used for course(s) inclusion as General Education through the structured reference of the Program Review Manual, which outlines a qualitative model that includes:

- identifying SLO's;
- elaborating how students will demonstrate their learning;
- detailing expectations for achievement through faculty consultation;
- SLO assessment procedures;
- objectively determining SLO findings for course inclusion as General Education;
- five appendixes also accompany SLO course relevancy to GE.

Developed and implemented General Education Learning Outcomes (GELOs) used for approval and placement of courses into Title 5 mandated local General Education requirements through the Curriculum Committee process. ([II.A.5](#), [II.A.20](#), [II.A.22](#), [II.A.47](#))

SELF EVALUATION

Mt. San Jacinto College requires of all academic and vocational degree programs a component of General Education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the

General Education curriculum by examining the stated learning outcomes for the course.

All information on the GE requirements is available through the college catalog. Several sections in the catalog explain the GE requirements and how they map to the programs. The catalog is available in print form and in electronic form through the website providing continuing access to the information.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.3.a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

The rationale for GE is communicated through the catalog, degree requirements, and the college's curriculum process. The content and methodology of traditional areas of knowledge in the GE pattern are determined through the curriculum process. ([II.A.19](#), [II.A.20](#), [II.A.50](#), [II.A.100](#))

Developed and implemented GELOS are used for approval and placement of Mt. San Jacinto College courses into Title 5 mandated local GE requirements through the Curriculum Committee process. Through this review process, the committee determines whether the course will be included in the GE pattern and whether it requires skill levels of students that meet the college's standards. Because transfer to four-year institutions is a major part of the college's mission, guidelines set forth by the UC and the CSU systems play a role in these determinations. The Articulation Coordinator advises the committee and helps faculty to find parallel lower division courses at UC, CSU, and other four-year institutions to ensure the course transferability. ([II.A.20](#), [II.A.50](#))

The curriculum process assures that all courses meet appropriate standards. It is a rigorous, multifaceted process, one filled with many levels of oversight by numerous parties, so that when a course is approved or rewritten it has been thoroughly scrutinized for inclusion in the college curriculum (see Figure 1). ([II.A.41](#), [II.A.50](#))

The General Education requirements coupled with course outlines of record and a faculty evaluation process, provide a framework for assuring students are well

rounded when they graduate from Mt. San Jacinto College. SLO's, too, serve to ensure that objectives are met in the classroom. ([II.A.73](#), [II.A.116](#))

SELF EVALUATION

Mt. San Jacinto College determines and upholds courses' content and methodology through the curriculum process. This process includes faculty, classified staff, administrators and students in creating, reviewing, and applying content and methodology. The Program Review process assesses content and methodology on a regularly established cycle to assure relevancy.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.3.b.

A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

The degree options, as identified in the Mt. San Jacinto College catalog (pages 83-88) identify the GE degree requirements awarded using Option A, B, or C. The requirements for graduation, with either degree, represent both minimum state requirements and the firm commitment of Mt. San Jacinto College to the principles of General Education. Requirements are designed to develop the full potential of each student, broaden student outlook, and provide the basis for exemplary citizenship. The AA/AS degrees provide a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses that will help them develop a variety of important skills, including understanding of their own and other cultural heritages. ([II.A.19](#))

Essential skills include writing, speaking for self-expression, effective communication, and arithmetic skills as needed for solving the problems of everyday living and critical thinking. In addition to these skills, students gain knowledge of both the natural and social sciences and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organizations and of historical perspectives; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of healthful living.

The GE philosophy is reflected in the degree requirements. Completion of a minimum of 18 units is required in the following areas:

- Natural and Physical Sciences;
- Social and Behavioral Sciences;
- Humanities;
- Language and Rationality, which includes English Composition and Communication/Analytical Thinking;
- Physical Education and Healthful Living;
- Multicultural Gender Studies;
- Mathematical Competency;
- Reading Competency. ([II.A.19](#))

Students receiving the associate degree demonstrate competency in the use of language and computation by completing the Language and Rationality section of the GE pattern. To complete the language requirement and reading competency, students must successfully complete Freshman Composition (English 101 or 101H) and any other approved D2 course listed on page 83 of the 2011-2012 General Catalog. Math Competency in computation is demonstrated by completion of a Mathematics course at or above the level of Intermediate Algebra (Math 096 or 096B) with a “C” or better, three semester units are required to fulfill this requirement. ([II.A.8](#), [II.A.19](#))

Mt San Jacinto College requires students to obtain a “C” or better to earn GE credit. Students who do not meet this standard are able to repeat the course two times, if needed additional attempts may be petitioned. ([II.A.8](#))

SELF EVALUATION

Mt San Jacinto College requires students complete GE courses in disciplines that promote lifelong skills and prepare students to be productive employees. These skills, whenever possible, are incorporated in courses regardless of their area. For example, the BADM 103 Introduction to Business course is a CTE course that relies on reading competency to complete assignments. Students not meeting this requirement are assisted by the faculty and referred to reading workshops held throughout the academic year. Faculty includes skills that span academic and CTE skills to ensure students have a well-rounded education that promotes lifelong learning skills.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Ethics and citizenship are identified and addressed in Mt San Jacinto College's ILOs and GELOs. These concepts are also incorporated into course level work as identified in the Program Review Manual. For example, the SLOs for the Introduction to Ethics (Philosophy 105) course include ethical concepts such as:

1. Identify and analyze central questions about right action and the good life. In order to determine the extent to which students are familiar with basic themes and problems in ethical philosophy, faculty will include a few short answer questions on a final exam that are designed to reflect a fundamental awareness of two key moral theories (Utilitarianism and Kantianism). The average score on each question is based on a 5 point scale. The target score for each question will be 3 or higher.

This assessment method should allow us to determine whether students have a satisfactory understanding of basic ethical concepts. Depending on the assessment results faculty will know whether they need to enhance student understanding of basic moral theories by spending more time looking at applications of these theories to standard moral problems.

2. Analyze and assess arguments and approaches to philosophical questions from a variety of traditions. To examine this SLO, an assessment will be embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments will be a requirement for "substantive accuracy;" students will be expected to both accurately articulate the key components of theories and accurately apply them to a particular philosophical problem. The scores for this criterion will be tracked independently of the paper grades themselves and will be assessed on a 10 point scale. Faculty will be able to determine if the "substantive accuracy" score increases throughout the semester. Student surveys will be given to determine the extent that extensive comments given on their papers contribute to their development and analysis of philosophical concepts or not.

3. Articulate and defend a personal stance on at least one of these questions and traditions. To examine this SLO, an assessment will be embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments will be a requirement for an “original argument.” Students will be expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections. The scores for this criterion will be tracked independently of the paper grades themselves and will be based on a 100 point scale. Informal student surveys will be given to determine what factors are most significant for contributing to their development and analysis of philosophical concepts.
4. Formulate an application of this discourse to one’s own personal decision-making. An “argument” paper will be assigned to students, in which they will be asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this will mean that students will respond to a philosophical claim that they find personally relevant in some way. The papers will be based on a 100 point scale. The average score on these papers can be determined by students scoring 90 percent or higher (corresponding to ‘excellent’ work), scoring between 80 percent and 90 percent (corresponding to ‘good’ work), scoring between 70 percent and 80 percent (corresponding to ‘satisfactory’ work), and scoring beneath 70 percent (corresponding to ‘not satisfactory’ work). Faculty will be able to test the student’s ability to demonstrate and apply philosophical thinking to one’s own personal decision-making. ([II.A.13](#), [II.A.20](#), [II.A.21](#))

In addition the following departments have courses specifically devoted to ethical issues:

- Alcohol and Drug Studies – ADS 103 – Law and Ethics, Community Prevention;
- Business Administration – BAMD 098G - Business Ethics;
- Diagnostic Medical Sonography - DMS 102 – Sonography Medical Ethics;
- Medical Assisting – AH 122- Medical Ethics;

Furthermore the following departments have identified ethics in their PLOs:

- Allied Health
- Child Development and Education
- Medical Assisting
- Nursing: Registered Nursing

And the following department have made mention of ethical principles in the program descriptions:

- Nursing: Registered Nursing
- Philosophy
- Public Administration
- Real Estate

[\(II.A.23\)](#)

SELF EVALUATION

Mt. San Jacinto College recognizes the importance of and need to incorporate ethical principles in every level of coursework and operating procedures. Ethical concepts are incorporated into the college's mission statement, ILOs, PLOs, and SLOs. Faculty incorporate objectives into course content, administrators incorporate ethical concepts in Program Review. And the college catalog address ethical behavior in the Statement of Professional Ethics on page 13 of the 2011-2012 college catalog.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

All of Mt. San Jacinto College's AA and AS degree programs include at least one area of study or interdisciplinary core with specific course disciplines listed. As of the 2011-2012 academic year, the college offers 34 AA or AS degrees with discipline area emphasis along with 33 CCCC approved certificates in specific core areas. Mt. San Jacinto College also offers seven transfer degrees with area emphasis. For example, the Performing Arts area has focused study with its AS in Technical Theatre and an interdisciplinary core with an AA in Musical Theater, which requires classes in Theater, Dance, and Music. [\(II.A.19\)](#)

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

The vocational and occupational certificates and degrees offered at Mt San Jacinto College are continually reviewed for accuracy and relevancy. Beginning in the fall 2010, Mt. San Jacinto College embarked on a concerted district-wide action plan to assess the curriculum process and accuracy of the college catalog. All departments and programs are required to completely evaluate and when appropriate revise their curriculum. This resulted in the redesign of the curriculum, learning outcomes, and program descriptions within the catalog including career opportunities. In certain cases, previous state approved certificates and degrees may have been impacted by this process. In those cases, a Substantive Change Report has been submitted to ACCJC and CCCCCO for accuracy and compliance. An extensive Program Review was also initiated from the course level through degree (employment concentrations, certificates, associate degrees, transfer curriculum, General Education, and stand alone courses). During this process CTE departments used workforce data to update career opportunities for each program. The opportunities were also updated in the newly formatted college catalog.

Several sources are used to verify and correlate employment competencies with courses and programs. Each CTE division holds annual advisory meeting. During these meetings faculty, classified staff, administrators, students, and industry and community leaders are invited to discuss existing programs and the need for additional programs. Internship programs also provide information on employment requirements and an opportunity for faculty to network with industry partners. Another source is state requirements. For example, ACCT 127 is a specific course approved by the California Tax Education Council (CTEC) as qualifying education to become a registered tax preparer. It meets the rigorous requirements they set, thereby supporting their preparation. ACCT 080, 081, 082 are all approved by CTEC as continuing education and as preparation for the upper division courses. ([II.A.12](#), [II.A.15](#), [II.A.19](#), [II.B.28](#), [II.A.41](#), [II.A.46](#), [II.A.72](#), [II.A.137](#))

SELF EVALUATION

Mt. San Jacinto College regularly reviews CTE courses and programs for accuracy and relevance to employment competencies. The curriculum and Program Review processes verify that courses and programs meet the quality standard set by the district. Furthermore, the CTE division relies on quantitative data from workforce databases and employment numbers from the community. Faculty also utilizes data from advisory meetings, internships and state certificate requirements to collect information on relevant employment competencies.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.6.

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.

Mt. San Jacinto College updated the college catalog format to provide clear and concise information to the student population. The new format was implemented in the 2011-2012 catalog. These changes include:

- Program pages clearly indicate Transfer or Non-Transfer degrees and cross reference any degree from other departments with similar coursework or awards.
- Which individual General Education pattern to be followed for each degree (Options A –non transfer, Option B – transfer using CSU GE, and Option C – transfer using IGETC) to clarify for students, faculty, and staff exactly what a student must take to receive an AA or AS degree from Mt. San Jacinto College and includes any outside mandates from Academic Senate, Title 5, and state Legislative Bills.
- All program contact information was simplified with one contact per campus indicated by department chair, dean and Vice President of Instruction to expedite any issues that occur for students during their enrollment.

- New criteria for program descriptions were created and include language to indicate whether a degree is non-transfer or transfer within the first sentence, distinctive features of each program to be incorporated into the program description, and all transfer and non-transfer degree language was standardized.
- Learning Outcomes are now included on catalog pages. Additional learning outcomes for employment concentrations and CTE patterns will be posted on the Assessment/SLO website.
- Career opportunities for all degrees (both two and four-year degrees based on labor market statistics locally, statewide, and nationally), certificates and employment concentrations were researched by faculty and include information from www.assist.org, EUREKA career database, and any outside agency mandates (such as LVN, RN or DMS, AJ, AUME, RE, LEG). ([II.A.19](#), [II.A.70](#))

The college catalog is available in print and electronic format. Faculty, classified staff, and administrators participate in updating the catalog and are made aware of new catalog publications through e-mail notifications. Individual program pages are available in the counseling offices and at all sites to share with students. ([II.A.19](#))

A syllabus is distributed to all students. In creating course syllabi, faculty use the Syllabus Content Checklist to assure that all requirements are included. These syllabi are sent to the administration for review and verification. During faculty observations, department chairs and administrators verify that the course syllabi meet the standards and along with the course's content. The course SLOs are further assessed in the Program Review process. ([II.A.13](#), [II.A.46](#), [II.A.47](#), [II.A.104](#), [II.A.108](#))

SELF EVALUATION

Mt. San Jacinto College ensures that students have a clear and concise description of program and courses through the college catalog. This official document is accessible to faculty, classified staff, and administrators as a reference to current offerings. Furthermore, the course syllabus identifies the learning objectives and course operating procedures. Through faculty observations and the Program Review process, faculty and administrators review the syllabus for accuracy, and ensure that it is in sync with the Outline of Record and the mission of the college.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Mt. San Jacinto College communicates transfer level programs and procedures through documentation and counseling. In order for a student to transfer course work into Mt. San Jacinto College, an official transcript must be received by the college and a Request for Transcript Evaluation form is filled out by the student and turned into Enrollment Services. In order to request an official transcript from Mt. San Jacinto College a student must fill out a Transcript Request form and also turn the form into Enrollment Services. A fee is required if two official copies have already been requested. ([II.A.105](#), [II.A.106](#))

During counseling appointments, Counselors communicate to students the transferability of courses to enroll in the college and to transfer out of the college. The policy and process is also explained to students during New Student Counseling Sessions during the months of June, July, and January prior to fall and spring semesters. The Counseling's department educational plans are updated every year and the appropriate educational plan for the catalog year is given to students when they come in for counseling. If a program has changed from one catalog year to the next, the education plan is immediately updated to ensure students are getting the most current and correct information. Degrees and certificates are explained on the educational plans. ([II.A.67](#), [II.A.72](#), [II.A.99](#))

Mt. San Jacinto College has an extensive articulation program that is openly communicated and regularly assessed at many levels. The Articulation Coordinator communicates with other institutions of higher education in setting up articulation agreements and reports back to the Curriculum Committee during the August Organizational meeting with information recorded in the minutes. The Articulation Coordinator then communicates to the Counselors when a new agreement has been developed and the articulation agreement is placed on the Career/Transfer website and via ASSIST. ([II.A.24](#), [II.A.72](#), [II.A.107](#), [II.A.118](#))

The institution maintains a variety of articulation agreements with 58 four-year universities: 17 California State University campuses, 10 University of California campuses, 27 California private institutions, and four out-of-state institutions. These agreements include major preparation, General Education, course-by-course lists, and transferable-course agreements that are available to students at all sites in electronic format and through Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). ([II.A.24](#), [II.A.72](#))

Articulation agreements also come into play when new courses are developed by faculty and reviewed by the appropriate department(s). The Articulation Coordinator works closely with all teaching faculty on proposals for course revisions or new courses to facilitate articulation. The college determines transferability to the California State University system. Once a course is determined to be transferrable by the college, the transferability to California State University is subject to review by the California State University Chancellor's Office. Community college courses that are transferable to all campuses of the University of California are identified on the University of California Transferable Course List. In the University of California System, the Office of the President initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the Transfer Course Agreement. It is the Articulation Coordinator's responsibility to electronically submit, via Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review (ASSIST OSCAR), all courses which have been identified by the Articulation Coordinator and the Curriculum Committee as being appropriate in depth and scope for possible University of California transferability. ([II.A.24](#), [II.A.72](#), [II.A.100](#), [II.A.107](#))

To facilitate student and faculty understanding of articulation agreements, the Career/Transfer Center also regularly hosts visits by representatives from institutions located nationally (e.g., Arizona State University, University of Arizona, University of Texas-El Paso, as well as from the California State University, the University of California, and additional independent institutions (e.g., California Baptist, Chapman, Brandman, Loma Linda, La Sierra, Alliant, Azusa Pacific, University of Redlands and others). During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty. ([II.A.72](#), [II.A.107](#))

Additionally, the Mt. San Jacinto College catalog is a yearly publication and significant changes are made each year to reflect new agreements and transfer policies. Programs and degree information are extracted by the Counseling office to create degree and certificate information sheets for students and for degree audit. The Articulation Coordinator regularly reviews the transfer status of courses via yearly course submissions to UCs, bi-yearly submissions to CSUs

and ASSIST. Private University articulation occurs continuously. A yearly curriculum change document is electronically emailed to the California Intersegmental Articulation Counsel (CIAC) listserv where all members of CIAC receive catalog information along with all changes to existing courses and all new or deactivated courses. ([II.A.19](#), [II.A.24](#), [II.A.66](#), [II.A.99](#), [II.A.148](#))

The GE patterns are updated by the Articulation Coordinator and added to the college catalog, the Career and Transfer Center website, evaluation offices to update the Degree Audit site, added to Datatel and printed for students. They are also available in the Counseling department at all Mt. San Jacinto College sites. ([II.A.66](#), [II.A.72](#), [II.A.99](#))

Incoming coursework completed at other institutions are first evaluated using ASSIST; all other transcripts are evaluated by a transcript evaluator or via faculty petition for course comparability. Once confirmed, the course evaluation is posted into Datatel as an approved course from that particular institution. All previously approved courses are added to the database so duplication of evaluation cannot occur, and this also eliminates misinterpretation and ensures equitable credit is awarded for coursework. ([II.A.24](#), [II.A.66](#))

Request for articulation is performed either outgoing from Mt. San Jacinto College to an institution or via an outside institution requesting articulation. Traditionally, this is an outgoing process. It can also be at the request of a student via the Articulation Coordinator or counselor. Research is initially done through ASSIST and OSCAR for the CSU and UC system. Articulation agreements are updated as course outlines are created, updated, or deactivated. ([II.A.24](#), [II.A.72](#), [II.A.107](#))

The catalog clearly provides a variety of information on transfer and articulation to students. Pages 77-79 of the 2011-2012 college catalog explain the general transfer policy and specific policies for each university partner. In addition, the course numbering system is explained on page 80. Each course description in the catalog also indicates if it applies to the GE requirement, CSU, and UC transfer. ([II.A.19](#))

SELF EVALUATION

Mt. San Jacinto College maintains and communicates articulation and transfer information with internal and external stakeholders. Faculty, classified staff, administrators and students are informed of transfer and articulations policies through the college catalog. The documents identify the transfer status of each course and of each program. The catalog also provides information on operation procedures to apply for transfer.

The Articulation Coordinator is charged with maintaining transfer and articulation relationships. The Coordinator communicates changes to the Curriculum Committee, counseling, and faculty. A regular assessment of each agreement is completed to ensure relevancy.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Major changes to any existing programs are disseminated to students through the Counseling department and Enrollment Services. The Mt. San Jacinto College catalog also references any programs or courses that have been discontinued by noting “formerly” or “inactive” coursework. Students who are currently enrolled in the program and students who have catalog rights to the discontinued program or course that would inhibit them from reaching their goal with the exception of those which involve outside licensing (e.g. nursing) have the ability through Counseling and Enrollment Services to petition the Office of Instruction to allow them to complete inactive coursework or program with an alternative course or a special project.

If a program were to be eliminated, the Curriculum Committee, Academic Senate, and Enrollment Services would be involved in the process of deactivating the program with input from Counseling and the Articulation Coordinator to ensure the least impact for our students. ([II.A.7](#), [II.A.10](#), [II.A.19](#), [II.A.67](#), [II.A.99](#), [II.A.107](#), [II.A.119](#))

SELF EVALUATION

Mt. San Jacinto College deactivates courses based on input from stakeholders and clearly communicates changes through the catalog and the Counseling department. The Program Review process assesses course and programs and implements changes and deactivations as needed. The curriculum process verifies and approves the deactivation. Changes are then clearly communicated through the college catalog.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The Mt. San Jacinto College Office of Public Information and Marketing is the liaison with the public and the press, college publications, advertising in local media, campus photography, and the district's website. The office is also responsible for compliance with the California Public Records Act and the national Freedom of Information Act. The Office of Public Information and Marketing works closely with faculty, classified staff, administrators and all departments to produce accurate brochures, newsletters, and departmental publications that reflect well upon the college. All publications are reviewed and updated by each responsible division (i.e. Instruction, Student Services, Human Resources, and Business Services) in collaboration with the Director of Public Information and Marketing. These documents also include an electronic version. ([II.A.115](#))

Regular review of the Mt. San Jacinto College catalog is performed by both Instructional Services and Students Services. At time of publication, all policies and information have been reviewed for accuracy, currency, and integrity. Individual departments and faculty are responsible for updating materials and web pages. Mt. San Jacinto College reviews its institutional policies, procedures, and publications regularly to ensure accuracy and integrity in all representations of its mission, programs, and services. ([II.A.19](#))

Mt. San Jacinto College ensures that students and prospective students receive clear, consistent, and accurate information about educational courses, programs, and transfer policies through a variety of services, including the course catalog, schedule of classes, college websites, and program-specific brochures. The college website includes the catalog and schedule of classes, and users may browse the following areas:

- College Information;
- Instructional Programs;

- Academic Resources;
- Student Services;
- Schedule of Classes;
- Apply for Admission;
- www.msjc.edu (formerly EagleAdvisor);
- MSJC Online Education;
- www.my.msjc.edu (My MSJC). ([II.A.19](#), [II.A.61](#), [II.A.81](#), [II.A.82](#), [II.A.83](#), [II.A.114](#), [II.A.121](#), [II.A.122](#), [II.A.129](#))

The college website is updated continuously and provides faculty, classified staff, administrators, students, and the community with a comprehensive range of information, such as course offerings, the schedule of classes, college information, academic resources, program services and information, online orientation, online application, online registration, employment opportunities, news and events, and links to other student web services. Website and technology committees, such as the Information, Communication, and Technology Committee (ICTC), monitor policy changes and review the website for accuracy. The college intranet provides faculty, classified staff, and administrators access to campus resources, campus calendars, department directories, Shared Governance committees, and forms. ([II.A.120](#), [II.A.122](#))

Every effort is made to provide information on student achievements to the public. The Athletics department routinely posts stories on the college website and sends press releases about student athletes. The Public Information and Marketing Office sends press releases several times a year to local media and posts student success stories to the college web site. One link, the SRTK (Student Right to Know) website, provides information related to the student transfer, graduation, retention, and success rates. Most of the information is provided through the Office of Institutional Effectiveness and Planning website. ([II.A.111](#), [II.A.121](#), [II.A.138](#))

The My.MSJC website is designed as a comprehensive portal to allow faculty, classified staff, and students to readily access searchable schedules, catalog, master calendars, clubs, committees, e-mail, classes, registration, grades, transcripts, online orientation, guest/prospective students portal, and others. In addition, the Mt. San Jacinto College website is an information source for the community at large. The recent activation of the Eaglevision television channel and the ongoing radio station provide other avenues to communicate events and activities throughout the district. ([II.A.45](#), [II.A.122](#), [II.A.123](#), [II.A.124](#))

SELF EVALUATION

Mt San Jacinto College provides internal and external stakeholders with clear, accurate, and consistent information about the college's events, stories, and course information. The district provides information through print, electronic format, the college's website, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Mt San Jacinto Board of Trustees has adopted policies and procedures on academic freedom. Student academic honesty is addressed in the Student Code of Conduct located in the 2011-2012 General Catalog. The institution's commitment to the free pursuit and dissemination of knowledge are embedded within the mission statement and institutional learning outcomes adopted by the Board of Trustees. ([II.A.19](#), [II.A.127](#), [II.A.128](#))

SELF EVALUATION

Mt San Jacinto College publishes policies on academic integrity and the teaching learning process. The Board of Trustees supports these policies; in particular, the governing board has adopted policies and procedures on academic freedom. Student academic honesty is addressed in the Student Code of Conduct located in the Mt. San Jacinto College catalog. The institution's commitment to the free pursuit and dissemination of knowledge are embedded within the mission statement and institutional learning outcomes adopted by the Board of Trustees.

PLANNING AGENDA

None.

STANDARD II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. All Academic Freedom Statement of Professional Ethics and Commitment to Quality, along with Student Code of Conduct are clearly defined and included in the Mt. San Jacinto College catalog. ([II.A.19](#), [II.A.127](#), [II.A.128](#))

Within the 2011-2012 college catalog, the following are addressed:

- Academic Freedom, page 13
- Faculty Responsibility: page 13 *Statement on Professional Ethics*.
- Student Academic Honesty: page 46 *Student Code of Conduct*
- Institutional/Faculty Beliefs or World Views: page 12 *Mission Statement and* page 14 *The Importance of Education*
- Institutional Commitment to Quality: page 14 *Commitment to Quality*

([II.A.19](#))

SELF EVALUATION

The faculty at Mt. San Jacinto College presents course information fairly and objectively. The district uses the Outline of Record as a guide to assure that courses content is delivered using appropriate teaching methodologies. The faculty observation procedures demonstrate that faculty presents information in fair and objective methods.

PLANNING AGENDA

None.

STANDARD II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Mt. San Jacinto College's academic honesty expectations are published in Board Policy 5500 *Standards of Conduct*, the college catalog, and posted on the college

website. Statements regarding academic honesty are also included in course syllabi which are provided to students the first week of each semester. ([II.A.19](#), [II.A.45](#), [II.A.108](#), [II.A.121](#), [II.A.129](#), [II.A.139](#))

Violations of the rules and regulations relating to academic honesty (which includes cheating, plagiarism, engaging in other academic dishonesty, forgery, alteration or misuse of college documents, records or identification, or knowingly furnishing false information to the district) may result in various disciplinary actions, including but not limited to removal, suspension, or expulsion of the student.

SELF EVALUATION

Mt. San Jacinto College has established and published clear expectations concerning student academic honesty and the consequences for dishonesty. This information is documented in several locations including the Board Policy Manual, college catalog, and on the college website to allow students the opportunity to review it and adhere to its spirit.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Mt. San Jacinto College, as a nonsectarian, public institution, does not champion specific beliefs or world views. While individual faculty and departments may have specific world views and beliefs, Mt. San Jacinto College encourages diversity and freedom of discussion in pursuit of academic truth. This is supported by the mission statement of the college, department and unit mission statements, and ILOs. ([II.A.21](#), [II.A.125](#), [II.A.127](#), [II.A.128](#))

SELF EVALUATION

The district supports presenting students with objective information. Information on learning and teaching methods are communicated at the @MSJC Technology and @MSJC Teaching and Learning Academies.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable to Mt. San Jacinto College.

Standard II.A References

- II.A.1 [Institutional Research](#)
- II.A.2 [Institutional Planning and Effectiveness](#)
- II.A.3 [DSS Reports](#)
- II.A.4 [Student Learning Outcomes and Assessment](#)
- II.A.5 [Student Learning Outcomes Manual](#)
- II.A.6 [Educational Master Plan](#)
- II.A.7 [Curriculum Committee](#)
- II.A.8 [Title 5: Curriculum and Matriculation Regulations](#)
- II.A.9 [Curriculum Prerequisite Sub-Committee](#)
- II.A.10 [CurricUNET Website](#)
- II.A.11 [Career Technical Education 2-year Curriculum Review Process](#)
- II.A.12 [Career Technical Education Department Advisory Meeting Dates and Minutes](#)

- II.A.13 [Program Review Manual](#)
- II.A.14 [Persistence Data](#)
- II.A.15 [Assessment and SLO Summary](#)
- II.A.16 [Instructional Program Review Committee \(IPRC\)](#)
- II.A.17 [Instructional Program Review Committee \(IPRC\) Agendas and Minutes](#)

- II.A.18 [Best Practices in Curriculum Handbook 2011-2012](#)
- II.A.19 [College Catalog](#)
- II.A.20 [General Education Learning Outcomes \(GELOs\)](#)
- II.A.21 [Institutional Learning Outcomes \(ILOs\)](#)
- II.A.22 [Student Learning Outcomes \(SLOs\)](#)
- II.A.23 [Department Learning Outcomes \(DLOs\)](#)
- II.A.24 [Assist Website](#)
- II.A.25 [eLumen Website](#)
- II.A.26 [Student Assessment Data](#)
- II.A.27 [Course Schedule, Fall 2011](#)
- II.A.28 [Basic Skills Committee Minutes](#)
- II.A.29 [Supplemental Instruction \(SI\) Board Presentation, November 2009](#)
- II.A.30 [Supplemental Instruction \(SI\) Promo Presentation](#)
- II.A.31 [TA 100 Course Outline of Record and Supporting Curriculum Documentation \(A and E forms\)](#)

- II.A.32 [TA 100 Student Learning Outcomes \(SLOs\)](#)
- II.A.33 [TA 080 Tutor Training Course Student Learning Outcomes \(SLOs\)](#)
- II.A.34 [TA 080 Results Spring 2009](#)
- II.A.35 [TA 081 Tutor Training Course Student Learning Outcomes \(SLOs\)](#)
- II.A.36 [TA 081 Results Fall 2009](#)
- II.A.37 [TA 081 Results Spring 2009](#)
- II.A.38 [Supplemental Instruction \(SI\) Student Learning Outcomes](#)

- II.A.39 [Supplemental Instruction \(SI\) Results for Fall 2006 to Fall 2010](#)
- II.A.40 [Distance Education Task Force Orientation Timeline](#)
- II.A.41 [Curriculum Forms](#)
- II.A.42 [Honors Program and Honors Committee](#)
- II.A.43 [Tech Review Form for CurricUNET](#)
- II.A.44 [Assist Information Center](#)
- II.A.45 [MSJC Website](#)
- II.A.46 [Program Review](#)
- II.A.47 [Student Learning Outcome Examples](#)
- II.A.48 [Student Learning Outcome Presentation: Student Learning Outcomes - January 2007](#)
- II.A.49 [Student Learning Outcomes Report](#)
- II.A.50 [Curriculum Committee Operating Procedures](#)
- II.A.51 [Student Services Unit SLO/SAO/DLO Surveys](#)
- II.A.52 [Institutional Planning Committee \(IPC\)](#)
- II.A.53 [Institutional Planning Committee Minutes](#)
- II.A.54 [Assessment Council](#)
- II.A.55 [Budget Committee](#)
- II.A.56 [College Council](#)
- II.A.57 [Shared Governance Document](#)
- II.A.58 [Shared Governance End-of-Year Reports](#)
- II.A.59 [Study Abroad Consortium Group Membership](#)
- II.A.60 [Institutional Assessment Cycle](#)
- II.A.61 [Distance Education Online Orientation](#)
- II.A.62 [Distance Education Face-to-Face Orientation](#)
- II.A.63 [Distance Education Regular Effective Contact Policy \(Curriculum Committee Monitoring\)](#)
- II.A.64 [Distance Education Faculty Readiness Standards](#)
- II.A.65 [Distance Education Accessibility Self-Assessment](#)
- II.A.66 [Degree Audit System in Enrollment Services](#)
- II.A.67 [Counseling Department Educational Plans \(Program Pages from the College Catalog\)](#)
- II.A.68 [Accreditation Climate Survey Results](#)
- II.A.69 [Catalog Program Review \(Instructional Division Unit Plan 2009-2010\)](#)
- II.A.70 [EUREKA Career Database](#)
- II.A.71 [Catalog Program Review Repository \(Career Opportunities for MSJC Awards\)](#)
- II.A.72 [Career/Transfer Center](#)
- II.A.73 [Course Outlines of Record](#)
- II.A.74 [Graduate and Transfer Student Completers MIS Data](#)
- II.A.75 [Biotechnology Course Outlines of Record](#)

- II.A.76 [@MSJC Technology Academy](#)
- II.A.77 [@MSJC Teaching and Learning Academy](#)
- II.A.78 [FLEX Program](#)
- II.A.79 [Staff Development Committee](#)
- II.A.80 [Learning Communities Coupled with Guidance Courses](#)
- II.A.81 [Learning Resource Center Discipline Specific Labs and Workshops \(MVC\)](#)
- II.A.82 [Learning Resource Center Discipline Specific Labs and Workshops \(SJC\)](#)
- II.A.83 [Learning Skills Program \(LSP\)](#)
- II.A.84 [Accessibility Workshops for Faculty](#)
- II.A.85 [Disabled Students Programs & Services \(DSPS\)](#)
- II.A.86 [Early Alert Documentation](#)
- II.A.87 [Focused Advising for Basic Skills Students and Special Populations](#)
- II.A.88 [Learning Communities for Athletics](#)
- II.A.89 [Upward Bound/TRIO](#)
- II.A.90 [Extended Opportunities Programs & Services \(EOPS\)](#)
- II.A.91 [Student Success Summit, Spring 2011](#)
- II.A.92 [Instructional Technology Support \(ITS\)](#)
- II.A.93 [Strategic Plan](#)
- II.A.94 [Facilities Master Plan](#)
- II.A.95 [Technology Master Plan](#)
- II.A.96 [Distance Education Departmental Trainings](#)
- II.A.98 [Transfer Evidence](#)
- II.A.99 [Counseling](#)
- II.A.100 [GE Checklist \(Transfer Checklist\)](#)
- II.A.101 [Curriculum Committee, Degree Pattern Forms](#)
- II.A.102 [Department Chair Academy Agenda and Handouts, September 10, 2010](#)
- II.A.103 [Educational Plans](#)
- II.A.104 [Syllabus Checklist](#)
- II.A.105 [Request for Evaluation of Transcript or Prerequisite](#)
- II.A.106 [Transcript Request](#)
- II.A.107 [Articulation Agreements for Tech Prep](#)
- II.A.108 [Syllabi](#)
- II.A.109 [CIAC Info Page](#)
- II.A.110 [Basic Skills Initiative \(BSI\) Funding Report, December 10, 2010](#)
- II.A.111 [Institutional Research](#)
- II.A.112 [Title V Grant Application 2010](#)
- II.A.113 [Learning Resource Center](#)
- II.A.114 [Schedule of Classes, Fall 2011](#)
- II.A.115 [Press Releases](#)

- II.A.116 [Student Learning Outcomes Webpage](#)
- II.A.117 [New Student Counseling Sessions](#)
- II.A.118 [Curriculum Committee Minutes, Organizational Meeting, August 23, 2010](#)
- II.A.119 [Curriculum Committee Operating Procedures 2010-2011, Discontinuance Policy](#)
- II.A.120 [Information, Communication, and Technology Committee \(ICTC\)](#)
- II.A.121 [Student Right to Know \(SRTK\) Website](#)
- II.A.122 [MSJC Eagle Advisor](#)
- II.A.123 [MSJC Eaglevision Television Channel Launch](#)
- II.A.124 [MSJC Eagle Radio Network Website](#)
- II.A.125 [Mission Statement](#)
- II.A.126 [Institutional Goals](#)
- II.A.127 [BP 4030 - Academic Freedom](#)
- II.A.128 [AP 4030 - Academic Freedom](#)
- II.A.129 [Student Code of Conduct Webpage](#)
- II.A.130 [Resource Allocation Proposal \(RAP\)](#)
- II.A.131 [Prioritization Allocation Link \(PAL\)](#)
- II.A.132 [Transfer Admission Guarantees](#)
- II.A.133 [ARCC Reporting](#)
- II.A.134 [Contract Training](#)
- II.A.135 [STEM Grant](#)
- II.A.136 [Board of Trustees Agendas & Minutes](#)
- II.A.137 [California Tax Education Council \(CTEC\)](#)
- II.A.138 [Athletics Department](#)
- II.A.139 [Board Policies](#)
- II.A.140 [Graduate Survey 2010](#)
- II.A.141 [Graduate Survey 2011](#)
- II.A.142 [Student Withdrawal Survey](#)
- II.A.143 [BADM Course Outlines of Record](#)
- II.A.144 [Assessment Council Charge](#)
- II.A.145 [BADM 103 Student Learning Outcomes \(SLOs\) and Rubric](#)
- II.A.146 [Dual Enrollment](#)
- II.A.147 [Title V Grant, Distance Education Orientation](#)
- II.A.148 [CIAC Website](#)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Mt. San Jacinto College is an open access community college, serving a diverse and growing student population. Due to the large expanse of the district, the college recruits and admits students with multiple educational goals, varying levels of academic preparedness, and vast socio-economic differences. The mission of Mt. San Jacinto College is to offer accessible, innovative, comprehensive, and quality educational programs and services to this diverse and dynamic population.

The Department of Matriculation and Outreach provides information and pre-admission services to district high schools and local communities to promote the postsecondary education opportunities available at the college. Outreach activities are complemented with “in-reach” supportive services to college’s students and departments, including student life activities, a critical component of student engagement and retention. These outreach and “in-reach” practices ensure that all students benefit from the institution’s programs and services. ([II.B.4](#), [II.B.27](#))

Mt. San Jacinto College is committed to ensuring student access to appropriate programs and courses and increasing student success through the matriculation process. The five components of matriculation are admissions, assessment,

orientation, counseling and advisement, and follow-up services that directly impact a student's success in college. ([II.B.4](#), [II.B.147](#))

Students wishing to be admitted to Mt. San Jacinto College must follow the policies and procedures located within the Admissions' website, the college catalog, and other relevant college materials. Certain policies are applicable to some students, depending on their status (student athletes, international students, returning students, high school students). The policies determine the best educational pathway for all students interested in enrolling at Mt. San Jacinto College and also help the college make improvements to policies and procedures. ([II.B.5](#), [II.B.7](#), [II.B.33](#), [II.B.35](#), [II.B.184](#), [II.B.185](#))

Assessment is also part of the matriculation process. Students are required to complete an assessment. Mt. San Jacinto College uses the College Board computerized Accuplacer placement format for assessment testing. Other assessments offered or required for admittance include the Ability to Benefit (ATB), Combined English Language Skills Assessment (CELSA), College Level Examination Program (CLEP), and Prometric. Assessment assists students with making sound decisions about their courses by evaluating reading, writing, and Mathematics skills. First time students who enroll in more than six units or have a Math or English prerequisite identified must complete the Accuplacer assessment. Students who choose to waive the assessment their first assessment must assess before their second semester to identify appropriate Math and English placement level. ([II.B.4](#), [II.B.5](#))

Assessment is an important part of the matriculation process because it ensures students are appropriately placed in their General Education (GE) courses. Policies and procedures about assessment have been developed based on evidence of the assessment's validity. Additionally, policies and procedures for assessing student's skill level prior to admissions helps the college determine the types of services and programs that all students can benefit from. Results from the Accuplacer assessment are collected and shared with the college community. These results help departments make necessary changes to their offerings, programs, and services. These results, along with further data collection, such as student evaluations help Student Services determine the effectiveness of its process for admissions and enrollment. The detailed reporting and analysis of such processes also helps the college reevaluate its policies and procedures, and if necessary, supports the college's decision-making if new policies and procedures are implemented. ([II.B.105](#))

New Student Orientation is designed to introduce students to the policies, procedures, and services offered at Mt. San Jacinto College. New Student Orientation is offered online in both English and Spanish. For students wishing to visit the campus, small and large group orientations are also available. Online

Orientation is available at all sites. The Online Orientation has been redesigned so that student assessments occur at periodic intervals in the process rather than at the end of the process. ([II.B.4](#), [II.B.101](#), [II.B.102](#))

Mt. San Jacinto College offers comprehensive counseling services to assist students in meeting their educational goals. The Counseling department provides assistance and information to individual students regarding academic, personal, transfer, and career guidance. Counselors are fully trained in both academic advising and personal counseling. ([II.B.116](#))

With the support from Counseling, Extended Opportunity Programs & Services (EOPS), Financial Aid, and Disabled Students Programs and Services (DSPS), Mt. San Jacinto College's Matriculation and Outreach department developed a follow-up service or academic intervention system, Early Alert. Faculty is encouraged to notify students of their performance, especially if they are struggling academically by providing them with information that identifies the source of the difficulties and suggested remedies and strategies for students to progress with their learning. This provides the college information about student learning, intervention practices, and the effectiveness of such practices. ([II.B.13](#), [II.B.43](#))

An online Early Alert was created and integrated into the my.msjc.edu portal. Each semester, between week six and week eight, faculty is asked to identify academically at risk students through Early Alert. Students are referred to a support service, such as Counseling, EOPS, DSPS, and tutoring, as deemed necessary by the faculty. Students are encouraged to make an appointment to discuss barriers inhibiting success and are referred to additional service areas both inside and outside the institution as appropriate. Students also develop a plan of action for the remaining semester. The Early Alert System helps the college provide a supporting learning environment for struggling students and serves as a bridge for faculty to seek help for students who might not seek assistance on their own. ([II.B.13](#), [II.B.14](#))

The institution's mission is further achieved through additional student support services. Such services are identified and implemented based on evidence of student needs and community trends. Student support services that were researched and implemented are: Upward Bound/TRIO, Veterans Services, Athletic Scholars Program, Student Success Initiative, Puente, and others. ([II.B.30](#))

Faculty and administration also seek grants that support student success. The Title V grant was funded to increase persistence rates, success rates, the numbers of English as a Second language courses, the number of students transitioning from basic skills to transfer level courses, distance learning success

rates, and graduation and transfer rates. The Basic Skills Initiative allows departments to request funding that support student success. This program evaluates projects and awards funding based on the relevancy and number of students it serves. Faculty is encouraged to seek grants from any source to fund projects that support student success. ([II.B.2](#), [II.B.3](#), [II.B.44](#))

Mt. San Jacinto College involves faculty, classified staff, administration and students in discussions to ensure the college is meeting student needs. The Program Review process involves internal stakeholders to assess, discuss, and decide on needed changes. Student evaluations also allow faculty, and administrators to have meaningful discussions about how best to improve courses and program access, services, and learning experiences for students. Faculty and classified staff also provide input via department meetings, through the development and evaluation of Student Learning Outcomes (SLOs), and via collaboration and assessment of the Program Learning Outcomes (PLOs). Program Review and assessment has helped all areas of Instructional Services and Student Services understand students' needs and make adjustments to improve the learning environment and support for all students. ([II.B.10](#), [II.B.11](#))

SELF-EVALUATION

The comprehensive student services and programs provide help for all students. Whether students are current high school students, recent high school graduates, lifelong learners, returning adults, or displaced workers including veterans, the college's services and programs help students effectively transition through the institution's educational pathway by providing the various resources needed to be successful. The ongoing assessment of these services, programs, and practices ensures that appropriate policies and procedures are in place so that students are adequately supported regardless of service location.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Mt. San Jacinto College recognizes the important role student support services and programs provide in assisting our communities with access to the college's services and programs. The college's mission statement commits to supporting student learning and as such establishes services and programs that align with its mission and serves the needs of the diverse student population so that all students may best achieve their education, career, and life goals. ([II.B.29](#), [II.B.31](#), [II.B.186](#))

To accommodate students, Mt. San Jacinto College provides full student support services at the San Jacinto Campus and the Menifee Valley Campus. Additional student support services are expanding to the Temecula Educational Complex and the San Geronio Pass Campus, but all sites do offer student access to counseling, enrollment and financial aid services, and matriculation. Mt. San Jacinto College provides student support services online which extends access throughout the district and offers student access or accommodation in both face-to-face and online environments. ([II.B.128](#), [II.B.186](#))

In order to meet the institutional goals and align student support services and programs with the mission, extended services such as DSPS, EOPS, Upward Bound/TRIO, Student Athletics, Puente, Veterans Services, and Career/Transfer Center services are also offered at the San Jacinto Campus and the Menifee Valley Campus. ([II.B.16](#), [II.B.19](#), [II.B.25](#), [II.B.26](#), [II.B.47](#))

During the last three academic years, Program Review processes and practices have been developed and are regularly implemented in all sectors of the institution: Administrative, Instructional Services, and Student Services. Instructional Services has a completion rate of 74 percent for Program Reviews. Student Services maintains a 100 percent Program Review completion rate for programs and services within the division. ([II.B.11](#), [II.B.29](#), [II.B.30](#), [II.B.31](#), [II.B.32](#))

Instructional Program Review assesses program performance in grade distribution, student success (including demographic profiles) and retention measures, and programs' support of Institutional Learning Outcomes (ILOs). Program Reviews also incorporate needs statements for staff, equipment, budget support, and other resources. 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 Facilities and Technology are used as the controlling documents for allocations, staffing, and facilities development. ([II.B.9](#), [II.B.187](#))

The Student Services Program Review model has been updated and formatted to be consistent across Student Services self-evaluations and to ensure that key outcome measures are addressed with each department's Program Review. SLOs and PLOs have been established with broad input by personnel in all

Student Services areas. The areas have moved into a phase of assessment through both Program Review and other systematic measures, as evidenced by SLOs, updated surveys, and quantitative data. ([II.B.11](#))

Institutional 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 Services, Student Services, faculty, classified staff, and administrators 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 (IPC) has developed an annual Institutional Planning and Assessment Calendar that provides an outline 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, SLOs and assessment processes with planning, resource allocation, and data-driven, decision-making practices. ([II.B.8](#))

The Program Review process, self-evaluations, student surveys, and unit outcomes are used to assure the quality of student support services and student learning. Evidence of all Program Reviews, SLOs, PLOs, and assessments tools are easily accessible and maintained by the appropriate area dean. ([II.B.11](#), [II.B.103](#))

SELF-EVALUATION

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance the mission of the institution. This is accomplished by implementing a comprehensive assessment and evaluation cycle that has been adopted by the entire district.

Program Review, SLOs, and PLOs help facilitate ongoing discussion about how best to serve the college's mission and its diverse student population regardless of location of services. The implementation of the comprehensive Program Review process has increased the college's knowledge about student needs, the quality of its student support services, and how these services and programs support student learning. Additionally, faculty, classified staff, and students are encouraged to provide feedback during department meetings, professional development days, workshops, and via surveys and questionnaires distributed via e-mail.

One such survey is the Graduate Survey distributed to graduating Mt. San Jacinto College students. The Graduate Survey delineates the services used, students' opinions about the services, and whether or not students believe the

services helped them achieve their educational goals. The 2011 survey identified that over 90 percent of students felt that student services were helpful and important. The data collected, the follow-up analysis, and discussions assists the college in making sound decisions about its programs and services.

The information is communicated throughout the district and is readily available for ongoing discussions and evaluations of programs and services. Both Instructional Services and Student Services work to ensure that PLOs are aligned with SLOs and the ILOs. In this sense, evidence collected demonstrates how services and programs support all students' learning and enhances the college's mission.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

STANDARD II.B.2.a.

General Information

Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

Educational Mission

Course, Program, and Degree Offerings

Academic Calendar and Program Length

Academic Freedom Statement

Available Student Financial Aid

Available Learning Resources

Names and Degrees of Administrators and Faculty

Names of Governing Board Members

Mt. San Jacinto College provides a catalog for its constituencies. The catalog is accurate and current information is provided. The catalog can be accessed online and in print form. Included in the catalog is the official name of the college, the addresses for its two main learning sites with phone numbers, and the website address of the institution. The college's mission statement is easily accessible and found directly on page (8) of the catalog. Course, program, and degree offerings are listed within their respective areas and can be also be found in the *Degree, Certificates, and Curricula* section of the catalog. The

academic calendar can be found on page 3 of the 2011-2012 General Catalog and easily accessible in print form and electronic format from the college website. The catalog also includes relevant information about unacceptable behavior, freedom of speech, financial aid, and available learning resources. The catalog also provides the names and degrees of faculty and administrators and the names of the Board of Trustees. ([II.B.5](#), [II.B.107](#))

To create and maintain a clear and concise educational pathway for students the catalog is updated annually during the spring semester. The catalog is reviewed by all departments for accuracy and then forwarded to the Vice President of Instruction, Vice President of Student Services, and the Superintendent/President's Office for final review and approval. The catalog is sent to the Board of Trustees for approval. Approved catalogs are printed and disseminated as appropriate. Past and current catalogs are available on the college's website, the Curriculum Committee website, loaded into degree audit system in Enrollment Services, and available online. ([II.B.5](#), [II.B.36](#), [II.B.37](#), [II.B.38](#), [II.B.39](#))

SELF EVALUATION

Mt. San Jacinto College provides its constituents with an annual catalog that contains precise, accurate, and current information about the college, its mission, programs, services, and policies. The catalog also provides information about the college's academic calendar, its certificate and degree programs, the faculty and their level of education, and the names of the Board of Trustees.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.2.b

Requirements

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer

The college catalog provides requirements information about admissions; student fees and other obligations; and degree, certificates, graduation, and transfer requirements.

The college provides a precise, current, and accurate catalog that includes an admissions statement found on page 17 of the 2011-2012 General Catalog. The

admissions statement states that the following groups of people may attend Mt. San Jacinto College:

- Residents and non-residents of California who have graduated from high school, passed the California Proficiency Exam of General Education Development Exam (GED), or are 18 years or older and can benefit from instruction;
- International students who have satisfied specific admission requirements;
- Eligible high school students who have satisfied specific admissions requirements.

The catalog also provides information about student fees and other financial obligations. Information about fees, tuition, and the refund policy can be found in the *Enrollment Fees* section of the 2011-2012 General Catalog found on page 22.

The catalog is updated annually with information concerning degrees, certificates, graduation, and transfer requirements. General information about these topics is found in the *Degree, Certificate, and Curricula* section of the catalog and can be found in the respective area or department's section within the catalog. ([II.B.5](#), [II.B.16](#), [II.B.17](#), [II.B.24](#), [II.B.185](#))

SELF EVALUATION

Mt. San Jacinto College's catalog contains all requirements for admissions, fees and financial obligations, and degree or certificate attainment and transfer requirements. This information is updated annually and can be easily accessed within the catalog, both in print and in electronic format.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.2.c.

Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination

Acceptance of Transfer Credits

Grievance and Complaint Procedures

Sexual Harassment

Refund of Fees

All major policies affecting students are located in the Mt. San Jacinto College catalog both in print and in electronic format. The college catalog is updated annually and includes pertinent information about academic regulations, including information about academic honesty. Policies about nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees are detailed in all annual catalogs. ([II.B.5](#))

Nondiscrimination statements are listed on page 55 of the 2011-2012 General Catalog and are supported by the California Code of Regulations, Title 5, sections 59300 et seq.

The college catalog also includes the policies of Mt. San Jacinto College in regard to credit from other colleges, advanced placement examinations, College Level Examination Program, International Baccalaureate exams/diploma, and military service credit. It is the college's policy to grant credit for most courses taken at accredited institutions of higher education. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when there are questions regarding equivalency of courses from other institutions. In addition, the Articulation Coordinator maintains complete records for course equivalency. ([II.B.5](#), [II.B.24](#), [II.B.25](#), [II.B.33](#))

The 2011-2012 General Catalog provides information about Student Grievances on page 53. The catalog outlines procedures for grievances against a student and grievances for students to file against a college employee. The catalog also references actions that are not grievable. As designated by the Superintendent /President at Mt. San Jacinto College, the Vice President of Student Services is responsible for handling all disciplinary actions to include complaints, grievances and violations of Student Conduct. Operationally all complaints, grievances and violations of student conduct are managed by the deans of Students Services located on the San Jacinto and Menifee campuses.

Complaints are redirected to the appropriate department unless a formal grievance/violation of Student Conduct are filed, at which time are procedurally directed to the Vice President of Student Services. All documented grievances and violations of student conduct are kept in the offices of the student discipline administrator designees with copies forwarded to the Vice President of Student Services.

Records of all complaints are stored in secured areas in the offices of the deans of Student Services and archived in the Warehouse where accurate accounts of each case are kept. The Warehouse is located on the San Jacinto Campus.

The Executive Assistant to the Vice President of Student Services is responsible for archiving all documents. A computerized archival program for reporting all complaints, grievances and violations of Student Conduct has been studied for the past year, and is poised to be implemented during fall 2011. The program, known as the Judicial Management System is expected to be used as the central location for warehousing all complaints, grievances and violations of Student Conduct.

The Sexual Harassment Policy is detailed on pages 56-62 of the 2011-2012 General Catalog for faculty, classified staff, and administrators.

A policy about refund of fees can also be found in the college catalog. The Refund Policy can be found on page 26 of the 2011-2012 General Catalog.

SELF EVALUATION

The college maintains accurate and concise information about major policies and procedures affecting students. The information is available in all annual catalogs and can be found both in print and electronic format.

A Program Review of the grievance process has been completed through the Student Services Committee and changes to the student handbook have been identified. The handbook is currently being updated and will be finalized fall 2011 and incorporated into the 2012-2013 catalog.

The college meets the standard.

PLANNING AGENDA

1. Incorporate the updated grievance process in the Student Handbook and Orientation Guide and the 2012-2013 catalog.
2. Implement the computerized archival program for reporting all complaints, grievances and violations of Student Conduct during fall 2011.

STANDARD II.B.2.d.

Locations or publications where other policies may be found

Mt. San Jacinto provides accurate and concise information about important policies and procedures affecting students. All policies affecting students are

located in the catalog both in print and in electronic format. The catalog is updated annually, therefore current, complete, clear, easy to understand and use. The catalog is well-structured and includes all relevant information that helps students succeed and the institution achieves its mission.

Students also have access to policies and procedures on the college's website. For example, the Student Code of Conduct and Student Code of Procedures can be found in the college catalog on pages 46-54 and on the Student Services website. Such policies and procedures can also be found in the Student Handbook and Orientation Guide. An updated handbook can be found in electronic format via the Student Services website. The handbook contains the following policies:

- Student Code of Conduct Policy and Procedures
- Student Grievance Policy
- Sexual Harassment Policy
- Smoking Policy
- Alcohol and Drug Free School statement and policy
- Children on Campus statement and policy

Policies are also listed throughout the campus as with the case of the Smoking Policy and the Children on Campus Policy. The Smoking Policy can be found posted on the appropriate buildings where smoking is prohibited. The Children on Campus statement and policy is also posted in visible areas, such as the libraries, the cafeterias, and the Learning Centers. ([II.B.5](#), [II.B.41](#), [II.B.42](#))

Students are also encouraged to request information about policies and procedures via the Eagle Access Centers, the Student Government Association (SGA) office, Instructional Services, and all areas of Student Services. ([II.B.186](#), [II.B.189](#))

SELF EVALUATION

Mt. San Jacinto provides accurate and concise information about important policies and procedures affecting students. All policies affecting students are located in the catalog both in print and in electronic format. The Program Review process, department meetings, student feedback, and annual catalog review helps the college determine if the information presented in the catalog is accurate, current, complete, clear, and easy to understand. The catalog is well-structured with a table of contents included so information can be easily found. The college includes all relevant information that helps students succeed and the institution achieve its mission.

Additionally, the catalog is reviewed by all departments for accuracy and then forwarded to the Vice President of Instruction, Vice President of Student Services, and the Superintendent/President's Office for final review and approval. Curriculum information is also reviewed by the Curriculum Committee. Once approved by the committee, the catalog is sent to the Board of Trustees for approval. Approved catalogs are printed and disseminated as appropriate. Past and current catalogs are available on the college's website, the Curriculum Committee website, loaded into the degree audit system in Enrollment Services, and distributed during orientation sessions as needed. The process is comprehensive and ensures that all constituents partake in the revision process so that the most current and accurate information is available to students.

The college ensures that the information in its publications is easily accessible to students, prospective students, and the public. This is accomplished through the catalog review process, in which all departments and areas verify accuracy of information found in all areas of the catalog.

Additional policies affecting students can be found in the Student Handbook and Orientation Guide, specific centers or departments throughout the college, and other locations such as the college's website and Blackboard.

The college emphasizes transparency of its policies and procedures and maintains relevant information within areas that are easily accessible to students. Students are encouraged to request information about policies and procedures.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The college researches and identifies the learning support needs of its student population with the assistance of the college's Office of Institutional Effectiveness and Planning. The office serves as a clearinghouse for data generated through institutional Program Reviews, learning outcomes, master planning processes and activities, and internal and external databases. It then compiles, analyzes, and interprets information which is used for decision-

making and planning that directly influences student support needs. The college's departments and areas, in collaboration with the Office of Institutional Effectiveness and Planning, use the data interpretations to make appropriate decisions about student services and programs that align with students' needs, institutional goals, and the mission.

Through the data provided by the Office of Institutional Effectiveness and Planning in the areas of Basic Skills, student access, student retention, student graduation, student demographics, degree completion, transfer completion, exit surveys, and the Student Equity Report, data is analyzed and decisions are made to implement changes for improvement in areas as necessary. This data led some existing programs to transition into more efficient models of programs and services. For example, the California Community College Basic Skills Initiative facilitated a discussion about the needs of basic skills students enrolling at Mt. San Jacinto College. A college-wide self-assessment was completed in summer 2007 and follow-up plans for enhancements of services and programs were developed in fall 2007. College-wide discussions about student access and success are ongoing, such as in the Student Success Summit offered in spring 2011. From these discussions along with relevant data that focused on access, progress, learning, and success of basic skills students, a variety of initiatives have been designed, piloted, and implemented. ([II.B.40](#), [II.B.65](#), [II.B.103](#))

Programs that were identified from institutional research were iStudent, Supplemental Instruction (SI), STEM, and College Success Initiative. The iStudent Program was implemented in 2010 to increase persistence and retention of basic skills students. This program is a peer-mentoring program. Supplemental Instruction was also implemented and has proven to be a very successful program. Because of SI's success, the program has been institutionalized through a Title V grant, with a full-time, non-teaching faculty as coordinator. After compiling evidence from focus groups, the STEM program was implemented to provide access to resources and increase the number of underrepresented students pursuing degrees in science, technology, engineering, and Math; STEM was also attained to increase graduation and transfer rates in those areas for Hispanic students, as research collected identified that Hispanic students in the college's district were not pursuing STEM degrees. The Student Success Initiative was also determined based on evidence collected about the counseling and academic planning needs of new students who place in basic skills courses. The Student Success Initiative allows Counselors to visit basic skills English courses and provide information about educational planning. ([II.B.44](#), [II.B.45](#), [II.B.64](#), [II.B.118](#), [II.B.119](#), [II.B.122](#), [II.B.132](#))

Additional research is completed within specific departments and areas. Department chairs, program coordinators, and program directors use the

Annual Program Assessment process to determine specific departmental and area needs. Departments and areas use data analyzed within the Office of Institutional Effectiveness and Planning, but are also encouraged to gather and to assess their own data. Through the use of surveys, evaluations, SLOs, and PLOs, departments are able to identify learning support needs of students. This practice ensures that the college's student population receives the appropriate services and programs. ([II.B.9](#), [II.B.30](#))

Assessment of all implemented services and programs ensures the college's effectiveness in addressing students' needs. Regular evaluation of implemented services and programs helps departments and areas make necessary improvements to programs and services that directly impact students' learning and services. The college's efforts in collecting evidence, analyzing, and determining students' needs have drastically improved with the help of the Office of Institutional Effectiveness and Planning and the assistance of the Assessment Coordinator. Program Reviews, SLOs, and PLOs are ongoing and have helped departments make changes and enhancements to their services and programs. ([II.B.9](#), [II.B.11](#))

SELF EVALUATION

The Office of Institutional Effectiveness and Planning in collaboration with faculty, classified staff, and administrators collects, analyzes, interprets, and disseminates research about the college's services and programs. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

A college-wide culture of evidence is practiced and maintained so that decision-making is relevant to students' needs. With the assistance of the Office of Institutional Effectiveness and Planning and the Assessment Coordinator, the Instructional Services and Student Services areas have increased their level of participation in the Program Review process and the development of SLOs and PLOs.

The systematic approach has provided some valuable data that has helped create specific programs and initiatives that suit the students' and community's needs. Ongoing efforts to continue to research and collect data to support decision-making are embedded in the college's planning of learning support needs of students. Faculty and classified staff are consulted throughout the process and serve on research teams and task forces. The college strives to maintain quality in its services and programs so that students' academic and personal needs are met.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.3.a.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to all students. Additionally, the institution examines all off-site locations with the same criteria for safety and sufficiency. The district has also made a commitment to provide a similar level of support in services and scope based on enrollment ratios. To fulfill this goal, the college supports locations with administrative oversight of classes during all operational hours as well as security in the evening hours, counselor services, enrollment, assessment, DSPS, and tutoring services. Support services are also in place for instructional purposes such as Help Desk, Blackboard, and Student EagleAdvisor. The multiple access points ensure college information and support is readily accessible to students. Technology to support classroom learning is provided either as a cooperative agreement with a school district or provided through the college. Thus, Mt. San Jacinto College provides a wide range of support services and assures equitable access to all students whether they attend classes at a campus, an off-site facility, or via online. ([II.B.34](#), [II.B.46](#), [II.B.65](#))

Students are asked on their applications if they want or need specific assistance, such as financial aid assistance, EOPS, DSPS, CARE, career assistance, or Veterans assistance. This information is communicated to appropriate departments, so they can prompt e-mails to the students. This information on the Mt. San Jacinto College application is collected as part of MIS reporting to the Community College Chancellor's Office. The district is in the process of evaluating and improving the processes to ensure students receive college communication based upon their application submission. In this process, students are able to self-identify their needs so that the college can best serve the diverse population. ([II.B.1](#), [II.B.33](#), [II.B.47](#), [II.B.51](#), [II.B.52](#), [II.B.53](#), [II.B.54](#), [II.B.55](#), [II.B.66](#), [II.B.67](#))

All college information is available on the college's website. Information pertaining to admissions, registration, financial aid, assessment, counseling, among other services are easily accessible to all students regardless of location. The registration process is tested each semester by staff from Enrollment Services, Instructional Services, Financial Aid, Business Services, and Information

Technology to confirm the college's on-line services meet the needs of the students. ([II.B.33](#), [II.B.34](#), [II.B.67](#))

Better website experiences for faculty, classified staff, and students ensure that the college is providing current and relevant information to all college constituents. The college currently switched its web platforms to Sharepoint. A content management system, such as Sharepoint, allows department chairs, faculty, and area deans to make necessary changes to the area websites and web pages. In this manner, information is evaluated and updated by the appropriate individuals. After evaluation of web services, changes are made to support students' needs. For example, Financial Aid has increased its web presence with students' document information available in Student EagleAdvisor. ([II.B.34](#), [II.B.46](#))

The New Student Online Orientation has been reviewed and redesigned to be more useful and accurate for students and continues to be assessed for effectiveness. ([II.B.101](#), [II.B.200](#))

The Department of Matriculation and Outreach provides information and pre-admission services to district high schools and local communities to promote postsecondary education opportunities available within the district. Outreach activities are complemented with "in-reach" supportive services to the college's students and departments including student life activities, a critical component of student engagement and retention. The department is also a resource and liaison for the district as it provides on-site admissions, assessment, and orientation support so that all students are adequately informed and prepared to attend Mt. San Jacinto College. As a community liaison, it also educates the community about the institutions' services and programs. The effectiveness of the outreach services is determined via the department's Program Review. ([II.B.4](#), [II.B.135](#), [II.B.188](#))

The Department of Matriculation and Outreach also includes the College Mentor Program, student workers who assist with recruitment, support services, and information dissemination. College mentors receive intensive and on-going training throughout the academic year that emphasizes leadership, team building, and professionalism. College mentors assist current and incoming students with various aspects of the enrollment and the matriculation process in the Eagle Access Centers. They also assist the outreach staff at district high schools, providing support for online application, assessment, and orientation workshops and information tables. ([II.B.27](#), [II.B.33](#), [II.B.188](#), [II.B.189](#))

Assessment measures are tested for accuracy so that students are placed in the appropriate courses. Additionally, usage is tracked and student surveys about the Assessment Center, its services, and its accuracy are collected. Information

is then used to make necessary improvements to the services provided. ([II.B.104](#), [II.B.105](#), [II.B.190](#))

Counseling also provides equitable access by offering New Student Counseling Sessions and Online Orientations as well as counseling services at the institution's offsite locations, Temecula Educational Complex and San Geronimo Pass Campus. Counseling services in these remote locations ensures students receive the appropriate information about matriculation and academic planning. Sessions are evaluated with student surveys. Evaluations ensure the orientations are effective and aligned with the institution's mission and student learning. ([II.B.11](#), [II.B.101](#), [II.B.102](#), [II.B.148](#), [II.B.149](#), [II.B.150](#), [II.B.151](#), [II.B.152](#), [II.B.153](#), [II.B.164](#), [II.B.165](#))

All college's services are evaluated for effectiveness. Student Services' comprehensive Program Review process helps ensure its services are appropriate, reliable, and comprehensive regardless of location or delivery method. The Student Services Program Review completion rate of 100 percent demonstrates the area's commitment to providing the district's students with services that meet their needs. ([II.B.11](#), [II.B.140](#), [II.B.141](#), [II.B.142](#), [II.B.143](#), [II.B.144](#), [II.B.145](#), [II.B.146](#), [II.B.154](#), [II.B.155](#))

SELF EVALUATION

The college's efforts to provide equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method is evident in its ongoing Program Review process, its assessment of student services in each area, and its alignment of PLOs and SLOs to the ILOs. ([II.B.11](#))

Multiple service areas collaborate to ensure that all students' needs are met, regardless of location of service or delivery method. Outreach, assessment, financial aid, and counseling all coordinate efforts to provide equitable access by providing comprehensive services for all students. Online services, such as Student EagleAdvisor, Blackboard, and access to the Help Desk provides students the appropriate access points to acquire college information, personal student information, and help with technology. Counseling orientations in online and face-to-face format provide students comprehensive information about the college's resources and services. The college maintains its commitment to equitable student access regardless of service location or delivery method. ([II.B.186](#), [II.B.191](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Mt. San Jacinto College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students. Ongoing discussions about what constitutes a good learning environment are held during professional development days, workshops, and department and area meetings. Additionally, district-wide discussions about institutional learning led to the development of the ILOs. The ILOs were discussed and approved by multiple Shared Governance bodies, including Academic Senate (May 2006); Curriculum Committee (October 2006); College Council (November 2006); and Board of Trustees (May 2007).

The college's 2011-2012 General Catalog clearly outlines the ILOs:

- Communication – The student will communicate effectively, expressing thoughts, goals, and needs through use of appropriate modes and technologies.
- Critical Thinking – The student will reason and think critically.
- Aesthetic Awareness – The student will possess aesthetic awareness.
- Social Awareness – The student will demonstrate social awareness.
- Responsibility – The student will display personal and civic responsibility.
- Scientific Awareness – The student will possess an awareness of the physical and biological principles related to science.

These ILOs clearly uphold the college's understanding and support for providing an educational environment that encourages personal and civic responsibility by acquiring social awareness and intellectual, aesthetic, and personal development.

Campus activities help the institution accomplish these ILOs; the college sponsors a breadth of on-campus and off-campus activities that include but are not limited to: academic workshops, lectures, seminars, performing arts,

athletic events, cultural events, art exhibits, festivals, blood-drives, and political forums. Specific events are:

- Multicultural Festival
- Week of the Young Child Celebration
- Disability Awareness Month
- Art of Ability Exhibit
- Emergent Voices Dance Performance
- STEM Summer Bridge
- Race for the Cure
- Jazz Brunch
- Hands Across California
- Dark of the Moon
- Western Center Lecture Series

[\(II.B.50, II.B.58, II.B.59, II.B.70, II.B.71, II.B.72, II.B.73, II.B.74, II.B.75, II.B.76, II.B.77, II.B.78, II.B.79, II.B.80, II.B.85, II.B.86, II.B.87, II.B.88, II.B.89\)](#)

A review of student activities and events indicated a lack of space and accommodations during business hours on weekdays to provide activities that would enhance students' college life atmosphere. As a result, College Hour was implemented in 2009 to address this issue. Events at college hour may include but are not limited to the following:

- Student Government Association (SGA) Welcome Back Bbqs
- Student Art Exhibitions
- Academic Workshops
- Guest Lectures
- Poetry Readings

[\(II.B.68, II.B.69, II.B.70, II.B.71, II.B.74, II.B.88, II.B.89, II.B.90, II.B.94\)](#)

Programs and services are also designed to encourage academic and personal development. Programs such as Veterans Services, Puente, Honors Program, Phi Theta Kappa, and the Diversity Committee all strive to incorporate elements of personal and civic responsibility, as well as intellectual, aesthetic, and personal development. Veterans Services hosts College Hour activities that help the college community support the community's veterans and veteran students. The Veterans Day Celebration hosted at the San Jacinto Campus is one example.

The Puente program hosts resume-building workshops, scholarship workshops and monthly student and mentor luncheons. The Honors Program hosts Honors seminars and workshops that help students write effective term papers. Each year Phi Theta Kappa sponsors a canned-goods drive and donates those goods to the local pantries for families in need. The Diversity Committee organizes an annual Martin Luther King Jr. Unity Breakfast. The Diversity Committee also hosts a Religious Understanding Day, and religious members of the community are invited to participate as well. To encourage faculty involvement, all of these programs are supported by the FLEX Committee. ([II.B.67](#), [II.B.81](#), [II.B.82](#), [II.B.91](#), [II.B.92](#), [II.B.93](#), [II.B.136](#), [II.B.143](#))

The SGA, the student leadership organization, provides activities and programs to students that foster leadership and responsibility. Student clubs are a part of the SGA organizational structure providing another nexus of advancing student learning outside of the classroom while enriching student climate. The SGA meets annually to determine their goals and objectives for the academic year and continues to meet weekly for discussion and planning. Leadership classes are offered each semester and students are encouraged to participate in Shared Governance committees and other leadership roles at the college. ([II.B.5](#), [II.B.6](#), [II.B.68](#), [II.B.69](#), [II.B.94](#))

Campus activities that promote personal and civic responsibility and intellectual, aesthetic, and personal development are open to all students. Events are publicized on the college's website, Blackboard, and the marquees on both campuses. Flyers, pamphlets, and e-mails are also distributed throughout the campus community. Faculty also encourages students to attend these events by offering extra credit opportunities. ([II.B.34](#), [II.B.68](#), [II.B.69](#), [II.B.93](#), [II.B.166](#), [II.B.167](#), [II.B.168](#), [II.B.169](#), [II.B.191](#), [II.B.192](#))

Student participation is adequate, so the college continues to seek alternative methods and forms of activities that facilitate an environment that promotes its ILOs and enhances the overall educational experience for students. ([II.B.113](#))

Program Reviews and evaluation of efforts help the institution determine the effectiveness of its programs and services. For example, all Program Reviews within the Student Services area include the assessment of ILOs. Student Services uses the ILOs to design its SLOs and PLOs. The Program Review model ensures that the college aligns all its efforts with the ILOs. Discussions about improvements to campus activities and services that promote the ILOs are ongoing and whenever available information is disseminated to the district. The Student Equity Report also provides information about improving learning environments for all students. Ongoing evaluation from specific programs and departments also helps to identify areas of improvement for activities that

promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. ([II.B.11](#), [II.B.65](#), [II.B.113](#))

SELF EVALUATION

Mt. San Jacinto College promotes the development of academic and personal development. Its ILOs specifically emphasize the college's commitment to educating students who understand their personal and civic responsibility to their communities; develop their intellectual, aesthetic, and personal identities, and ultimately enhance the communities in which they live.

The college offers a breadth of activities that fulfill its institutional goals, its mission, and its ILOs. Programs and services assess the needs of the student population and implement appropriate campus events to encourage a more positive learning experience. The college also assures its commitment to academic and personal development by assessing its own practices, services, and offerings. As such, the college makes necessary adjustments that provide a more cohesive and engaging learning environment for its students.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Counseling services at Mt. San Jacinto College are designed to prepare and support students with their educational pathway. Counseling is offered at the college's San Jacinto Campus, Menifee Valley Campus, San Geronimo Pass Campus, and the Temecula Education Complex. The Counseling department's mission is "to facilitate proactive planning for student success, leadership, and life-long learning through academic, career, transfer, personal, and crisis counseling. Counselors and staff advocate, educate, guide, and empower students' intellectual and social development within an educational and multicultural environment." ([II.B.106](#), [II.B.118](#), [II.B.119](#), [II.B.120](#), [II.B.121](#), [II.B.123](#), [II.B.125](#), [II.B.126](#), [II.B.128](#))

Counseling provides many avenues for students to explore and seek support services: General Counseling, Honors, Athletics, Puente Program, Financial Aid, English as a Second Language (ESL), Career/Transfer, International Students or

Study Abroad Program all provide counseling services. Counseling and Career/Transfer Services are provided at the San Jacinto Campus and Menifee Valley Campus. Additional counseling and academic advising services are available within specific programs, such as Honors, Puente, Athletics, STEM, EOPS, DSPS, Learning Skills Program (LSP), and Veterans Services. The institution maintains comprehensive programs that support student development and success, so multiple counseling services allows students to seek and utilize services that best fit their academic and personal needs. ([II.B.12](#), [II.B.16](#), [II.B.19](#), [II.B.25](#), [II.B.26](#), [II.B.34](#), [II.B.116](#), [II.B.122](#), [II.B.130](#), [II.B.131](#), [II.B.132](#), [II.B.133](#), [II.B.134](#), [II.B.171](#), [II.B.172](#), [II.B.173](#), [II.B.174](#), [II.B.175](#), [II.B.184](#), [II.B.185](#), [II.B.186](#), [II.B.193](#), [II.B.194](#), [II.B.196](#), [II.B.197](#))

More than 10,000 unduplicated students are provided counseling services at the Menifee Valley Campus, more than 6,000 are served at the San Jacinto Campus, and more than 1,000 are served at the Temecula Educational Complex and also at the San Geronio Pass Campus.

The institution's Counseling department offers new student orientations, including new student online orientations, academic advising, career planning, and personal and crisis interventions. The one-hour New Student Orientation sessions were implemented in fall 2008, and over 6,800 students have attended between fall 2008 and fall 2010. These sessions are highly recommended but not required. During these sessions, students learn about course placement based on assessment scores or prerequisite completion, educational planning, time management skills, the registration process, and how to develop a schedule of classes to meet their educational goals. Orientations inform students about their academic and personal responsibilities towards the goals they have defined for themselves. Students are provided information about the college services and are encouraged to ask questions about the college's policies and procedures. Orientations are offered throughout the academic year. ([II.B.33](#), [II.B.116](#))

Online orientation is available at all sites. The online orientation has been redesigned so that student assessments occur at periodic intervals in the process rather than at the end of the process. An assessment has not yet been completed to determine if changes are impacting success rates.

Currently online counseling services are provided for general student inquiries. Two designated Counselors respond to all inquiries within 48 to 72 hours. Over 600 students are served each academic year via web advisor and over 650 students were served via e-mail alone. Academic advising and career planning is offered during individual counseling sessions, small and large group sessions, and during orientations as needed. ([II.B.102](#), [II.B.159](#), [II.B.160](#), [II.B.161](#))

The Career/Transfer Center, Career Services department provides more in-depth career and transfer counseling and advising. Their services and resources include career assessment, career education information, and employment related services. The Job Location and Development Program (JLDP) was transitioned into the Career Services department. The Career/Transfer Center also provides workshops and other events on a regular basis to help make career, employment, education and transfer decisions. Personal and crisis interventions are implemented when needed. ([II.B.12](#), [II.B.18](#), [II.B.20](#), [II.B.21](#), [II.B.22](#), [II.B.23](#), [II.B.24](#), [II.B.25](#), [II.B.48](#), [II.B.49](#), [II.B.56](#), [II.B.66](#), [II.B.81](#), [II.B.82](#), [II.B.83](#), [II.B.84](#))

The institution's Counselors are experts in the area with the appropriate education to fulfill their responsibilities. Minimum qualifications are on file in Human Resources (HR) as defined by the California Community College Board of Governors and the California Education Code.

Ongoing professional development is offered and highly recommended for all Counselors. Professional development training includes but is not limited to academic, career, and personal counseling as well as Myer-Briggs Type Indicator, Strong Interest Inventory, and Suicide Prevention. Counselors in all areas of the college, including Career/Transfer Center, EOPS, and DSPS are invited to participate in professional development sessions. Other specific professional development activities include:

- Center against Sexual Assault (CASA) - April 2010
- UC/ CSU Conference - September 2010
- New/ Associate Counselor Training - November 2010
- Active Shooter Training/ Veteran Center/Riverside Center for Behavioral Medicine - February 2011

([II.B.176](#), [II.B.177](#), [II.B.178](#), [II.B.179](#), [II.B.180](#))

Counselors are appropriately trained to manage personal interventions and the college continues to offer training in the area of crisis prevention. Adequately trained Counselors ensure that the college maintains quality and effectiveness throughout the institution.

Graduate surveys are conducted annually regarding the efficacy and overall effectiveness of the program and the results are included in Program Review. The anonymous evaluation is utilized to help the program improve services provided to current and future students. The evaluation covers areas related to overall services provided, quality of counseling support, and a review of how services have positively impacted the personal and academic goals of the

students it serves. The results of the survey are used to augment services in an effort to provide current and future students with quality counseling, academic advising, and personal support and assistance for eligible students. ([II.B.11](#), [II.B.103](#))

Student success has been identified as the highest priority at Mt. San Jacinto College. To meet this tremendous challenge, a student access, development, and success strategy has been developed with an identified model which will bring local high school districts, industry, and Mt. San Jacinto College together. ([II.B.15](#), [II.B.137](#), [II.B.138](#), [II.B.139](#), [II.B.195](#))

To improve student success, workforce readiness, and increase degrees and certificates awarded at Mt. San Jacinto College, partnerships with K-12, industry, and higher education is being expanded and strengthened. In order to accomplish this, a comprehensive student engagement and success strategy has been developed by Mt. San Jacinto College. The success strategy encompasses intensive counseling services that help facilitate students' successful matriculation and degree, certificate, or transfer completion. ([II.B.181](#), [II.B.182](#), [II.B.195](#))

One approach implemented was embedded counseling services through the College Success Initiative. Counselors visited 27 Basic Skills or pre-college level English sections during the 2010-2011 academic year and provided in-class advising. The purpose of College Success Initiative is to inform basic skills students of the student services available on campus and to increase student success and retention at the institution. Counselors provided an integrative learning experience by using technology to teach students about educational, career, and life planning. Counselors addressed successful study habits and time management skills necessary for student success. The goal of the program is to increase motivation and assist in developing the skills necessary to meet educational and career goals and promote lifelong learning. After the in-class advising, students are encouraged to visit the Counseling department to develop a six-semester comprehensive educational plan. Since the inception of this program, there has been approximately a 15 percent improvement in success rates in basic skills classes. The schedules of all presentations can be found in SARS reports. ([II.B.13](#), [II.B.117](#), [II.B.118](#), [II.B.119](#), [II.B.124](#), [II.B.127](#), [II.B.129](#), [II.B.130](#), [II.B.131](#))

The institution's counseling services are designed to support student development and are evaluated to maintain quality and effectiveness. Services are evaluated and shared with the area and college constituents as needed for institutional planning and reporting. ([II.B.11](#), [II.B.198](#))

SELF EVALUATION

The college's counseling and academic advising services are designed and maintained to support student development and success. Counseling services and student success programs offer comprehensive services that include academic advising, career and transfer planning, and personal and crisis interventions.

The Counselors are non-teaching faculty who are experts in their areas and adequately trained to support student success and development. Professional development is ongoing so that Counselors stay abreast of policies and procedures for General Education requirements, transfer requirements, and personal intervention services.

The Counseling department uses surveys and evaluations to facilitate its Program Review. Information gathered from Program Review, surveys, and evaluations is used to make improvements in the services provided and the overall performance of the department. Evaluations include components of student success and development and services are adjusted to meet the needs of students.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Mt. San Jacinto College designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Instruction and student support services are provided to students via various Distance Educational modalities, tutoring, and counseling opportunities, learning and physical disability programs and services, and alternative learning strategies that meet the needs of the entire range of the diverse student population. ([II.B.91](#), [II.B.92](#), [II.B.186](#))

Discussions about how best to serve the diverse student population are ongoing. The institution's Student Equity Plan was written in collaboration with

faculty, classified staff, and administrators. Programs and services are designed and maintained so that equity, diversity, and access are key elements. Additionally, services are provided that ensures all students' needs are met, regardless of service location. ([II.B.46](#))

Bilingual Counselors, bilingual classified staff, ESL classes and program, and phone support for non-English speakers is available. The institution also provides students with bilingual Enrollment and Financial Aid applications to better serve their needs. Such services ensure that the college maintains the appropriate and necessary services for all its students.

Additionally, curricula were revised to include a mirror English track for ESL students. The Curriculum Committee approved the courses, and they are now offered for all ESL students. This revision helped the ESL department streamline its courses, so that ESL students could easily transition through the prerequisite English courses.

A Multi-Cultural Gender Studies in area F of the A.A/A.S General Education Requirements (option A) is also required for the multicultural/multiethnic competency as identified in Title 5. Students completing this option are required to enroll in courses that fulfill this area, courses such as Multi Ethnic Literature and Cultural Anthropology. ([II.B.95](#))

Additional programs that support the diverse student needs are DSPS, EOPS, and LSP. The DSPS, EOPS, and LSP are designed to provide services to students who are disabled, economically disadvantaged, first-generation college students, and students who need additional support with their academic development. These programs participate in the annual Program Review process and make necessary adjustments or changes as needed. One adjustment that is currently being discussed campus-wide is the testing accommodations for DSPS students. DSPS measured the effectiveness of its testing accommodation policies and brought the issue to the faculty. Faculty and DSPS are strategizing and designing new policies that meet the needs of DSPS students.

By offering and sponsoring Multicultural Festivals, Veteran's Day Celebration, Race for Humanity, and other diverse events, the college facilitates students' appreciation and understanding for diversity. The college also promotes diversity by encouraging students to participate in such clubs such as STEM, Puente Club, Culture Club, Amnesty International, and Upward Bound. The Diversity Committee, a Shared Governance committee, actively sponsors and funds speakers and events for both the student body and general public. Throughout the year, SGA in collaboration with campus clubs, use the institution's College Hour to offer activities that bring students together from

different backgrounds. In a recent survey a Mt. San Jacinto College student stated, “MSJC provides College Hour with different events throughout each semester that open students eyes to learning in fun and ways which help with understanding and appreciating diversity.” ([II.B.58](#), [II.B.67](#), [II.B.72](#))

Ongoing evaluation of the diverse services and practices of the institution is practiced. The institution has created surveys to measure the effectiveness of the services within the different departments and programs. These evaluations are discussed during department and area meetings, via e-mail communication, and used in Program Review. The information gathered helps the college determine the effectiveness of course offerings, programming, and services offered.

SELF EVALUATION

Mt. San Jacinto College designs and maintains activities, courses, programs, and services that promote student understanding and appreciation of diversity. The mission statement, SLOs, PLOs, ILOs, and the institutional goals, all work in concert to ensure that students receive a quality education that is grounded in multiple perspectives, experiences, and cultures so that they may gain a better appreciation and understanding of their diverse community.

With the ongoing collaboration from Shared Governance committees, such as the Diversity Committee, and student leadership, through SGA, the institution strives to maintain a campus community that fully supports diversity at all levels. Instructional programs and student services are designed and maintained so that students from diverse backgrounds, experiences, and skill-levels benefit from their learning experiences at Mt. San Jacinto College.

District-wide activities promote acceptance and encourage ongoing discussions that help students appreciate, understand, and respect the diversity within the district.

Evaluation practices are ongoing through Program Review within Student Services and Instructional Services. Data collection from different programs and services along with Program Review helps the college measure the effectiveness of its services. In particular, ongoing discussions and the Student Equity Plan help the institution determine its students’ needs and make necessary adjustments to course offerings, programs, and services.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while maintaining biases. The college adheres to the California Community College Chancellor's Office regulations which state:

The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. (Section 55524)

Mt. San Jacinto College utilizes the Accuplacer and CELSA for assessment testing. As approved instruments, the Accuplacer and CELSA have passed the California Community College Chancellor's Office scrutiny for test instruments as required by regulations. Accuplacer tests provide useful information about students' academic skills in Math, English, and Reading. The CELSA is used for appropriate placement into English as a Second Language courses for both credit English and Reading courses or the non-credit program. The results are used by students and Counselors to determine appropriate course selection. ([II.B.104](#), [II.B.105](#))

To minimize biases, the assessment team provides a 10-15 minute presentation that helps all students become familiar with both its assessments, Accuplacer and CELSA. Students are encouraged to ask questions about the assessments prior to testing.

To assess the validity of the instruments, students also participate in surveys and questionnaires that help the Assessment Center evaluate its testing practices and assessments. The Assessment Center, Office of Outreach and Matriculation, and the Office of Institutional Effectiveness and Planning collaborate to validate the assessment. The validation study includes an element of disproportionate impact. ([II.B.104](#), [II.B.105](#))

Cultural and linguistic bias is the responsibility of the publisher and a part of the California Community College Chancellor's Office standards of approval process for second party tests used by California community colleges.

A Consequential validity study was performed in 2007 including a disproportionate impact study. The findings in this study indicated faculty and students perceived their course placements as accurate with the exception of four Mathematics courses. These exceptions were not statistically significant enough to question the validity of the cut scores.

Another validation study is in the formative stages for possible implementation in the next academic year. Using the College Board's ACES, Placement Validity Report, (ACES/College Board Validity Report) a criterion validity approach is being considered to evaluate student placement accuracy.

Disproportionate impact was attributed to the lack of academic preparedness common to the surrounding college-going population. To address some of these issues academic support programs such as supplemental instruction, Math and English workshops and compressed Math courses were developed. The assessment process includes an orientation to assessment that informs and encourages students to prepare through skill review before taking the assessment.

SELF EVALUATION

The institution's admissions and placement instruments are regularly evaluated. The institution validates the effectiveness of instruments and ensures that biases are minimized.

The Office of Institutional Effectiveness and Planning in collaboration with the Department of Matriculation and Outreach validate instruments and include an element of disproportionate impact. A disproportionate impact study is planned for the upcoming year.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.B.3.f.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Mt. San Jacinto College maintains student records in full compliance of the California Code of Regulations, the FERPA of 1974, and the Educational Code. Student records are stored in the college's database systems which are password protected or in secured storage cabinets as determined by the department or program. ([II.B.61](#), [II.B.62](#))

The Counseling department does not keep copies of student records. All Counseling documentation is scanned into Hershey Systems and is updated every few months to ensure maintenance by Information Technology (IT). The records are secure and password protected. All employees that have access to Hershey must log in with a username and password. The student must approve the release of records. Student's records are confidential and must have a release of information form signed by the student in order to release any information unless the student is a minor. In the case of minor students, the parent or guardian has access to the records. ([II.B.60](#), [II.B.61](#), [II.B.98](#), [II.B.199](#))

The Computer Network Service Authorization and Computer Network Access Removal forms requiring appropriate approval are required by Information Technology for district employees authorizing access to specific databases and information. Temporary or substitute employees are removed from the system, automatically, every three months unless renewed. All employees are required to sign a confidentiality agreement. ([II.B.63](#), [II.B.96](#), [II.B.97](#), [II.B.99](#), [II.B.100](#))

SELF EVALUATION

The institution maintains student records permanently, securely, and confidentially. Student records are appropriately stored in the institution's databases, which are password protected. The district adheres to California Code of Regulations, FERPA of 1974, and the Educational Code. The Hershey Systems maintains scanned copies of student records and is updated every few months. Maintenance is provided by IT. Only authorized personnel have access to student records, since all records are confidential. A policy is in place for release of student records, Release of Information form. Additionally, all employees are required to sign a confidentiality agreement.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides

evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Mt. San Jacinto College regularly evaluates student support services to assure their adequacy in meeting identified student needs. All SLOs are created by one of the following methods: the goals and objectives of the unit, mission and vision of the unit, or discussion of direct services to students. Each unit creates their own SLOs. ([II.B.10](#), [II.B.30](#), [II.B.106](#), [II.B.107](#))

In Student Services, SLOs are created through the services provided to students. Program Learning Outcomes (PLOs) are developed through a detailed process of incorporating all SLOs into one or several PLOs. Surveys are created to address one or more PLOs and are linked to the ILOs. The PLO process is a joint effort created by the respected unit's classified staff and administrators overseeing the unit. Assessments used for measuring PLOs include: surveys, questionnaires, program evaluations, exit interviews, student interviews, checklist, and activities evaluations. ([II.B.28](#), [II.B.108](#), [II.B.109](#))

Data collection is part of the unit's Program Review process and is analyzed. Findings are discussed at the unit level and at the deans' level and recommendations are documented in Program Review. Bimonthly meetings between the deans and Vice President of Student Services, regular meetings between the dean and his or her units, unit meetings, and one-on-one meetings with the Student Success Coordinator have improved the understanding of the Program Review and the learning outcome process. The implementation of a Student Success Coordinator and continued dialogue has resulted in all Student Services completing the Program Review and effectively embedding ILOs and SLOs in Program Review. ([II.B.7](#), [II.B.106](#), [II.B.10](#), [II.B.114](#), [II.B.115](#), [II.B.30](#))

Student Services units are required to submit a Comprehensive Program Review every three years with an update annually. A timeline was developed and implemented in 2010 to ensure all units follow what is required of them in order to complete and submit their Program Reviews, required documents and evidence. The results are used by the Vice President of Student Services and deans of Student Services to prioritize needs and budget allocation at the institutional level. The Annual Program Assessment form is used as a progress report to determine the status of each objective stated in the Comprehensive Program Review. ([II.B.30](#), [II.B.106](#), [II.B.107](#), [II.B.108](#))

Data is collected, analyzed, and discussed at the unit level to make necessary recommendations and changes. Unit leaders meet with their respective dean to discuss any proposed recommendations and changes. Student Services deans meet with the Vice President of Student Services to prioritize the final unit

recommendations. Unit data is collected and stored in the Student Services network drive as evidence. Evaluation and Program Review of other specific services and programs provide additional evidence that there are multiple levels of contribution to the achievement of student learning outcomes. ([II.B.30](#), [II.B.55](#), [II.B.106](#), [II.B.110](#), [II.B.111](#), [II.B.112](#))

SELF EVALUATION

Mt. San Jacinto College is committed to providing quality student support services that contribute to the achievement of student learning. The institution's Program Review process in conjunction with the ILOs, PLOs, and SLOs development ensures that the college consistently evaluates its services to meet the needs of its diverse student population.

The implementation of a comprehensive Program Review cycle has helped the institution make informed decisions about its support services and programs. Data collection is a vital component of the Program Review process and is conducted at various levels within the different Student Services units. Deans lead the Program Review process and maintain communication of progress with the Vice President of Student Services. Timelines and calendars help facilitate the process and assure that there is constant communication between all. Results are used to make improvements and changes to student support services and programs within Student Services. The comprehensive process and the evidence produced assure that decision-making is aligned with student learning and the college's mission.

The college meets the standard.

PLANNING AGENDA

None.

Standard II.B References

- II.B.1 [Extended Opportunities Programs & Services \(EOPS\) Student Handbook](#)
- II.B.2 [TRIO Annual Performance Report](#)
- II.B.3 [Upward Bound Student Handbook](#)
- II.B.4 [Matriculation](#)
- II.B.5 [College Catalog](#)
- II.B.6 [Student Government Association](#)
- II.B.7 [Administrative Procedures](#)
- II.B.8 [Institutional Planning Committee Charge](#)
- II.B.9 [Budget Committee Charge](#)
- II.B.10 [Student Learning Outcomes and Assessment](#)
- II.B.11 [Program Review](#)
- II.B.12 [Questions to Ask College Reps](#)
- II.B.13 [SARS System Documents](#)
- II.B.14 [Early Alert Documentation](#)
- II.B.15 [Advanced Placement \(AP\) Alternative Program Evidence](#)
- II.B.16 [Articulation for Tech Prep](#)
- II.B.17 [Articulation Agreements for Tech Prep](#)
- II.B.18 [Labor Market Data](#)
- II.B.19 [Puente Program](#)
- II.B.20 [Job Fair Letter](#)
- II.B.21 [Myer's Brigg Type Indicator Training Invoice](#)
- II.B.22 [Transfer Evidence](#)
- II.B.23 [CIAC Website](#)
- II.B.24 [ASSIST Website](#)
- II.B.25 [Career/Transfer Center](#)
- II.B.26 [Veterans Program](#)
- II.B.27 [College Mentor Program](#)
- II.B.28 [Goodwill Industries Southern California](#)
- II.B.29 [Institutional Research](#)
- II.B.30 [Program Review](#)
- II.B.31 [Program Review Manual](#)
- II.B.32 [Program Review Archives in BlackBoard](#)
- II.B.33 [Enrollment Services Webpage](#)
- II.B.34 [MSJC Website](#)
- II.B.35 [View Book](#)
- II.B.36 [Catalog Program Page Update, Roster of Student Participants](#)
- II.B.37 [Accreditation Climate Survey Results](#)
- II.B.38 [Catalog Meeting Dates](#)
- II.B.39 [Department Chair Academy Minutes, September 10, 2010](#)
- II.B.40 [Commencement Program, May 26, 2011](#)
- II.B.41 [Student Handbook](#)
- II.B.42 [Student Services Committee Minutes](#)
- II.B.43 [Mentoring Program Review](#)
- II.B.44 [STEM and Mentoring Program Database, Files, SARS and Surveys](#)

- II.B.45 [Electronic Flyers](#)
- II.B.46 [Blackboard](#)
- II.B.47 [Disabled Students Programs and Services \(DSPS\)](#)
- II.B.48 [Career/Transfer Center Program Review](#)
- II.B.49 [Career Services Resume Presentation](#)
- II.B.50 [Art of Ability Flyers](#)
- II.B.51 [Disabled Students Programs and Services \(DSPS\) Request for Services](#)
- II.B.52 [Disabled Students Programs and Services \(DSPS\) Test Accommodation Request](#)
- II.B.53 [Disabled Students Programs and Services \(DSPS\) Survey Results 2009-2010](#)
- II.B.54 [Extended Opportunities Programs and Services \(EOPS\) Program Mutual Responsibility Contract \(MRC\)](#)
- II.B.55 [Extended Opportunities Programs and Services \(EOPS\) Program Survey Spring 2010](#)
- II.B.56 [Strong Interest Inventory Training Invoice](#)
- II.B.57 [Suicide Prevention Training Invoice](#)
- II.B.58 [College Hour](#)
- II.B.59 [Community Resource Fair](#)
- II.B.60 [Document Management Solutions by Hershey Systems, Inc.](#)
- II.B.61 [FERPA](#)
- II.B.62 [History of Incidents](#)
- II.B.63 [How Your Data is Protected at MSJC](#)
- II.B.64 [Supplemental Instruction \(SI\) Data](#)
- II.B.65 [Student Equity Plan](#)
- II.B.66 [Career/Transfer Center Field Trip Evaluations](#)
- II.B.67 [Public Information Office News Link](#)
- II.B.68 [Welcome Back BBQ - MVC](#)
- II.B.69 [Welcome Back BBQ - SJC](#)
- II.B.70 [Play Readings](#)
- II.B.71 [Art Shows, Exhibitions and Events](#)
- II.B.72 [Multicultural Festival Flyer/Announcement](#)
- II.B.73 [Week of the Young Child Flyers/Announcements](#)
- II.B.74 [College Hour Activities and Symposiums](#)
- II.B.75 [Race for the Cure](#)
- II.B.76 [Race for Humanity](#)
- II.B.77 [Jazz Concerts](#)
- II.B.78 [Foundation Events](#)
- II.B.79 [Disability Awareness Month Activities - Annual Art of Ability Show](#)
- II.B.80 [Disability Awareness Month Activities - Annual Community Resource Fair](#)
- II.B.81 [Job Fair for Nursing & Allied Health](#)
- II.B.82 [Job Fair](#)
- II.B.83 [College Fair - SJC, October 18, 2011](#)
- II.B.84 [College Fair - MVC, October 25, 2011](#)

- II.B.85 [Guest Lecturers](#)
- II.B.86 [Political Forum Announcement](#)
- II.B.87 [Economic Forum Announcement](#)
- II.B.88 [College Hour Workshops - SJC](#)
- II.B.89 [College Hour Workshops - MVC](#)
- II.B.90 [Theater Arts Brochures](#)
- II.B.91 [Diversity Committee](#)
- II.B.92 [Diversity Committee Minutes](#)
- II.B.93 [Student Clubs](#)
- II.B.94 [Student Government Association Events & Activities](#)
- II.B.95 [Option A General Education Form](#)
- II.B.96 [Datatel System Confidentiality Statement](#)
- II.B.97 [MSJC Network Acceptable Use Warning](#)
- II.B.98 [Acceptable Use Policy](#)
- II.B.99 [Computer Network Services Access Form \(CNSA\)](#)
- II.B.100 [Computer Network Access Request Form \(CNAR\)](#)
- II.B.101 [Online Orientation Changes](#)
- II.B.102 [2010-2011 Online Orientation Comp Results](#)
- II.B.103 [2011 Graduate Survey](#)
- II.B.104 [MATH Placement Validity](#)
- II.B.105 [Consequential Validity](#)
- II.B.106 [Student Services Program Review](#)
- II.B.107 [Student Services Student Learning Outcomes \(SLO\) Timeline](#)
- II.B.108 [Student Services Units Student Learning Outcomes \(SLO\)/Service Area Outcomes \(SAO\)/Unit Learning Outcomes \(ULO\) Evidence](#)
- II.B.109 [Student Services Units Pre and Post Tests](#)
- II.B.110 [Supplemental Instruction \(SI\) Evaluation Forms](#)
- II.B.111 [Supplemental Instruction \(SI\) Evaluation of First Class Survey](#)
- II.B.112 [TRIO Program Evaluation Survey](#)
- II.B.113 [Institutional Learning Outcomes \(ILOs\)](#)
- II.B.114 [Student Learning Outcomes \(SLO\) Committee](#)
- II.B.115 [Institutional Assessment Council](#)
- II.B.116 [Counseling Website](#)
- II.B.117 [BSI Lead Activities and Responsibilities- Spring 2011](#)
- II.B.118 [College Success Initiative \(CSI\) Program](#)
- II.B.119 [College Success Initiative- Spring 2011](#)
- II.B.120 [College Terms](#)
- II.B.121 [English, Math and Reading Course Sequence](#)
- II.B.122 [CSI Scheduled Spring 2011 Presentation Calendar MVC](#)
- II.B.123 [Do You Have Time for Success](#)
- II.B.124 [Fall 2008- Spring 2011 BSI Pres Section Numbers](#)
- II.B.125 [Freshman checklist](#)
- II.B.126 [Sophomore checklist](#)
- II.B.127 [Spring 2011 MVC Intro Email](#)
- II.B.128 [Student Support Services 2011-2012](#)

- II.B.129 [CSI Survey](#)
- II.B.130 [ESL 050-051-CSI-Spr 2011](#)
- II.B.131 [ESL 062W and 098W-CSI-Spr 2011](#)
- II.B.132 [ESL CSI Pre and Post Test](#)
- II.B.133 [Presentation to High School Students](#)
- II.B.134 [Business Administration Major Prep for all CSU's](#)
- II.B.135 [Outreach Financial Aid Presentation Schedule 09-10](#)
- II.B.136 [Veterans Services Evidence](#)
- II.B.137 [Advanced Placement Alternative \(Dual Enrollment\) Classes and Section Numbers 2009-Spring 2011](#)
- II.B.138 [Advanced Placement Alternative \(Dual Enrollment\) Race](#)
- II.B.139 [Advanced Placement Alternative \(Dual Enrollment\) Retention, Persistence, and Academic Success for FA10-SP11](#)
- II.B.140 [Reason Code Summary Report for VA 1](#)
- II.B.141 [Reason Code Summary Report for VA 2](#)
- II.B.142 [Reason Code Summary Report for VA 3](#)
- II.B.143 [Veterans 7.1.2010-6.30.2011](#)
- II.B.144 [Reason Code Report 10-30-09](#)
- II.B.145 [Student Contacts by Specific Areas](#)
- II.B.146 [Student Served 11.16.09](#)
- II.B.147 [Matriculation Process 2010 MVC](#)
- II.B.148 [New Student Counseling Session](#)
- II.B.149 [New Student Counseling Sessions Flyer MVC 5 10 10](#)
- II.B.150 [NSCS Pre and Post Test](#)
- II.B.151 [NSCS Preparation Spring 2011](#)
- II.B.152 [Registration for New Student MVC](#)
- II.B.153 [Spring 2010 New Student Counseling Session January Flyer](#)
- II.B.154 [SARS Reason Code Summary Report- email 2008-2009](#)
- II.B.155 [SARS Reason Code Summary Report- email 2009-2010](#)
- II.B.156 [SARS Reason Code Summary Report- email 2010-2011](#)
- II.B.157 [SARS Reason Code Summary Report-career 2008-2009](#)
- II.B.158 [SARS Reason Code Summary Report-career 2009-2010](#)
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- II.B.160 [SARS Reason Code Summary Report-web advise 2009-2010](#)
- II.B.161 [SARS Reason Code Summary Report-web advise 2010-2011](#)
- II.B.162 [SARS Unduplicated Student Count Report 2008-2011 I](#)
- II.B.163 [SARS Unduplicated Student Count Report 2008-2011 II](#)
- II.B.164 [SARS Unduplicated Student Count Report 2008-2011 III](#)
- II.B.165 [SARS Unduplicated Student Count Report 2008-2011 IV](#)
- II.B.166 [2011 VET NET Ally Flyer](#)
- II.B.167 [Eagles Veterans & Dependents Organization Recruitment Flyer - SP11](#)
- II.B.168 [Eagles Veterans & Dependents Organization Recruitment Flyer - SP11](#)
- II.B.169 [Eagles Veterans & Dependents Organization Recruitment Flyer - FA10](#)
- II.B.170 [BP 4030 Academic Freedom](#)
- II.B.171 [ASSETS Report Card](#)

- II.B.172 [CLASS Evaluation Responses](#)
- II.B.173 [CLASS Program Summary and Recommendations](#)
- II.B.174 [GUID 102 FA 2010- CLASS PROGRAM](#)
- II.B.175 [MSJC Student Athlete Scholars Program Summary](#)
- II.B.176 [Active Shooter Training](#)
- II.B.177 [Counselor Professional DevelopmentAgenda March 15 2010](#)
- II.B.178 [September 2010 UC Conference](#)
- II.B.179 [September 2010 CSU Conference](#)
- II.B.180 [Spring 2011 Professional and Student Development Day](#)
- II.B.181 [DRAFT-Advanced Placement Alternative \(Dual Enrollment\)Booklet](#)
- II.B.182 [Advanced Placement Alternative \(Dual Enrollment\)Brochure](#)
- II.B.183 [Individual Program Pages](#)
- II.B.184 [Athletics Webpage](#)
- II.B.185 [International Students Webpage](#)
- II.B.186 [Student Services Webpage](#)
- II.B.187 [Educational Master Plan](#)
- II.B.188 [Outreach Webpage](#)
- II.B.189 [Eagle Access Center Webpage](#)
- II.B.190 [Assessment Center Webpage](#)
- II.B.191 [my.msic.edu](#)
- II.B.192 [AllNews Website](#)
- II.B.193 [STEM Webpage](#)
- II.B.194 [Learning Skills Program Webpage](#)
- II.B.195 [Advanced Placement Alternative \(Dual Enrollment\) 2020 Vision](#)
- II.B.196 [Honors Program](#)
- II.B.197 [Study Abroad Program](#)
- II.B.198 [2009-2010 Student Services Unit Achievements](#)
- II.B.199 [Consent for Release of Student Information](#)
- II.B.200 [Institutional Assessment Cycle](#)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

STANDARD II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Mt. San Jacinto College Library collections support student learning needs across the curriculum. Since the last Self Study, the library has expanded its book collection to 66,048 titles. Much of the growth is in electronic book (e-book) titles. The libraries now have access to 54,000 e-books, which provide easy access and enhances students’ learning regardless of location. Programs and departments across the institution are supported with acquisitions of materials specific to the discipline in a variety of formats and means of delivery, including print, online, audio, and video. Students can access the Online Library

Catalog via the college's homepage. The Online Library Catalog provides information and access to the libraries' collection, e-books, and audio and video holdings. ([II.C.23](#), [II.C.24](#))

Mt. San Jacinto College offers learning support services via its two libraries located at the San Jacinto Campus and Menifee Valley Campus as well as two full service learning centers, one located in each library building. The Temecula Education Complex houses a remote learning center with computer access and some tutor availability. The library databases and Smarthinking, an online tutoring service, are accessible from each learning center and site. The librarians maintain memberships with the American Library Association, the Inland Empire Academic Libraries Consortium, SIRCULS (reciprocal borrowing and lending library loans), and Online Computer Library Center (OCLC) and the learning centers are members of the College Reading and Learning Association (CRLA). The Mt. San Jacinto College libraries strive to meet Title 5 standards for library collections as the budget permits. Funding for library books and materials has not been reduced during the present state budget crisis. ([II.C.1](#), [II.C.2](#), [II.C.3](#), [II.C.23](#), [II.C.24](#), [II.C.46](#), [II.C.47](#), [II.C.49](#), [II.C.50](#), [II.C.52](#), [II.C.55](#), [II.C.64](#), [II.C.73](#))

The library on the San Jacinto Campus was built as part of the initial campus and has housed a series of programs related to student academic support ever since. The San Jacinto Campus Library also shares its space with the San Jacinto Campus Learning Center (LCs), whose primary role is to provide tutoring services in specific disciplines. Additionally, faculty offices are located within the LRC, and as time permits, faculty partake in the tutoring and learning support as well. The LRC is staffed by one full-time faculty Learning Center Coordinator, a 100 percent non-teaching faculty position funded in fall 2006, one full-time faculty Math Center Coordinator who receives 40 percent reassigned time for work in the center, and one part-time faculty Writing Center Coordinator. In addition, there is one full-time classified Learning Center Specialist (Instructional Aide) and three part-time clerical support staff. Tutoring staff consists of trained peer tutors as well as a variety of part-time faculty members. ([II.C.1](#), [II.C.56](#))

The Menifee Valley Campus Library opened in spring 2006 and shares a building with the Learning Center (LC) and provides tutoring services in areas and disciplines offered at the college. The Menifee Valley Campus LC is staffed by one full-time faculty Learning Center Coordinator, a 100 percent non-teaching faculty position funded in fall 2006, one full-time faculty Writing Center Coordinator who receives 40 percent reassigned time for work in the center, and one part-time faculty Math Center Coordinator. In addition, there is one full-time classified Learning Center Specialist and three part time clerical support staff. Tutoring staff consists of trained peer tutors as well as a variety of part-time members. ([II.C.2](#), [II.C.57](#))

Additionally, the Honors Program, Learning Skills Program, several faculty offices, and Information Technology (IT) support are also housed in the Menifee Valley Campus Learning Resource Center building. This relatively new facility hosts the library on the second floor and all other programs on the ground floor. There are also two meeting rooms. One meeting room upstairs is small and used for campus meetings of 15 or less attendees. The meeting room downstairs has a capacity of 150 and is used primarily as a community room as well as a meeting room. Both are tele-linked to the San Jacinto Campus and Temecula Education Complex. All meeting rooms and learning support services are designed and maintained to enhance student learning and the mission of the college. ([II.C.4](#), [II.C.58](#))

The college's Learning Centers provide a range of services that promote the enhancement of students' academic goals and supports the college's mission. The goal of the LCs is to increase scholastic achievement by providing students with effective tutoring in content area courses, by exposing students to study skill techniques, and by promoting independence, confidence and self-esteem necessary for students to succeed in today's academic environment. The functions of the LCs vary by campus; however, the focus for both is to provide tutoring services for all students who need them. Tutoring takes place in the learning centers and is divided into three administration areas (Math Center, Writing Center, and the general Learning Resource Center (mostly peer tutors as opposed to faculty tutors) that, to the student, appear to exist in a seamless tutoring center. Students are also able to use computer labs and when needed have access to additional support via the trained tutors. Students also have access to other resources such as handouts that help with study skills, grammar, term papers, and other academic tasks. A calendar of workshops and skill-building activities are posted on the college's main webpage and accessible to students via the LCs information boards. These calendars are also e-mailed to faculty to share with students who may benefit from the additional help. Study Skills workshops are held in collaboration with the "iStudent" program (peer mentoring), and advanced study and research skills workshops (focusing on transfer level coursework) are provided in collaboration with the Honors enrichment program. ([II.C.3](#), [II.C.37](#), [II.C.54](#), [II.C.59](#), [II.C.60](#))

The LCs are staffed by part-time faculty and peer tutors who are current Mt. San Jacinto College faculty, students, or students from other verifiable institutions. All peer tutors must complete tutor training classes to become eligible to tutor in the LCs, and faculty are invited as guest speakers in the tutor training course to speak about specialized services, such as Learning Skills Program (LSP) faculty. The Learning Skills Program faculty share alternative strategies for working with the Learning Disabilities (LD) population that access tutoring services in the LRC. The English as a Second Language (ESL) department chair also conducts sessions

and workshops for peer tutors to learn strategies that help second language learners with their reading and writing. Additionally, the Menifee LC manages an online site entitled “MVC Tutor In-service” within the Course Management System, Blackboard, wherein tutors are required to earn a certain number of Continuing Education Units (CEU’s) each semester. The tutoring program is certified by the College Reading and Learning Association (CRLA). Budgets to pay for the tutors are adequate to meet the need at this time and have not been severely affected by the recent economic decline of state funding. ([II.C.55](#), [II.C.61](#), [II.C.62](#), [II.C.66](#))

Tutoring and other activities have increased every year as a result of hiring full-time non-teaching faculty coordinators. In 2010, the LCs were triple what they were prior to the addition of the full time faculty coordinators. According to data from the Office of Institutional Effectiveness and Planning, the San Jacinto Campus LC experienced an increase in student access of 182 percent. The Menifee Valley Campus LC consistently logs about 60,000 student usage hours and the San Jacinto Campus LC ranges between 37,000 and 44,000 student usage hours. In spring 2008, less than a year after the positions were filled, the district experienced over 53,000 total visits to the learning centers district-wide, a 15 percent increase from spring 2007. Hours visited increased 6 percent to over 79,000 hours. The San Jacinto Learning Center saw the largest increase in number of visits (up 21 percent) and hours visited (up 47 percent). In spring 2011 both learning centers experienced a combined 45,000 logins and nearly 93,000 student usage hours. ([II.C.63](#), [II.C.74](#))

In addition to the general tutoring in a variety of disciplines, including Math and writing, the staff of the centers conducts skills workshops that cover everything from test taking strategies to transfer Math courses. The LCs also host an online tutoring service, Smarthinking, for all students, especially online students. Usage of Smarthinking has increased as marketing efforts to faculty have increased. Students who use Smarthinking have several options: 1) Connect to a live “e-structor” (faculty tutor), 2) Submit a question to an e-structor, 3) Submit an essay for feedback, and 4) use the online resource guides. Currently, most students use the “submit an essay” (for English and ESL courses) and “connect to a live e-structor” (for Math courses) options. Tutoring is also provided at the Temecula Education Complex and San Geronio Pass Campus, and students are encouraged to use the free, online tutoring service to receive tutoring when they are off-site or during hours when the learning centers are closed. ([II.C.37](#), [II.C.53](#), [II.C.64](#))

The San Jacinto and Menifee Campus LCs also provide test proctoring and make-up test proctoring for students and faculty, both online and face-to-face. In addition, for students’ convenience, the two main learning centers provide a

messages for their instructors. Assignments are logged, time and date stamped, and placed in instructors' folders in locked file cabinets. ([II.C.3](#), [II.C.56](#), [II.C.57](#))

Supplemental Instruction (SI) is also a program that is administered through the LCs. Supplemental Instruction is an academic assistance program that increases student performance and retention through structured, peer facilitated sessions. It provides free weekly review sessions for students enrolled in targeted courses that have proven to be historically difficult for a large percentage of students. Sessions are interactive review sessions that incorporate course content (what to learn) and study strategies (how to learn). Sessions are open to any student enrolled in a course being supported with SI. Student attendance at supplemental instruction sessions is voluntary. ([II.C.65](#))

The LSP for each campus region helps to ensure the college is adequately serving the learning support needs of its diverse student population. At the San Jacinto Campus, the LSP is available and located in its own building with relevant materials, but students are encouraged to use the main library to support their educational needs. At the Meniffee Valley Campus, the LSP became part of Instructional Services in 2009-2010 and was relocated into the LRC at that time. The LSP at both campuses offers specialized services to students who are identified as having specific learning disabilities. Students may be referred directly to the LSP by instructors, Counselors, community agencies, high schools, parents or by self-referral; or, through the Disabled Students Program and Services (DSPS) Counselors at either campus. Assessment of learning disabilities is conducted in compliance with the CCCCO LD Eligibility Model and results are forwarded to the DSPS office for services. Additionally, LSP offers nine classes specifically designed to address the unique needs of the LD and disabled student populations. ([II.C.4](#), [II.C.66](#), [II.C.98](#))

The college's libraries and learning centers also sponsor a variety of cultural activities that help increase the intellectual, aesthetic, and cultural awareness and learning of its students. The libraries encourage faculty to showcase student work, invite campus and community organizations to post their events, and offer their space as a venue for campus events, such as the Martin Luther King Jr. Unity Breakfast, sponsored by the Diversity Committee. The Learning Centers allow and encourage group study by providing table space, moveable white boards, and dry-erase markers to any student.

Mt. San Jacinto has procedures to assure that the library materials are effective in quantity, quality, depth and variety. During the curriculum process, faculty is required to complete a Library Resource form for each course or program. Faculty collaborate with library staff to verify and recommend that appropriate books, periodicals, databases, and other materials are available to support the course or program. Moreover, faculty are encouraged to supply the library with

a textbook for each course that students can access as a reference. This is particularly helpful at the beginning of the semester for students who are waiting for financial aid to purchase textbooks. ([II.C.5](#), [II.C.10](#), [II.C.11](#), [II.C.12](#), [II.C.13](#), [II.C.14](#), [II.C.15](#), [II.C.16](#), [II.C.18](#))

SELF EVALUATION

All Mt. San Jacinto College students have access to each campus' instructional programs, library, learning support center, and educational materials. The college maintains a variety of materials that are current, easily accessible, and designed to assist students to achieve their educational goals, and ultimately helps the college achieve its mission.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.C.1.a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Relying on faculty content experts, librarians make informed decisions about the library materials by consulting and collaborating with departments through a variety of means. The curriculum approval process is one mode that allows for librarian input. Prior to a course being approved through Curriculum Committee, the librarian who is a member of the committee reviews and approves the library needs for the course. One of the four librarians sits as a standing member of the Curriculum Committee and reviews new course outlines and course revisions for the currency and availability of books and materials requested within the course approval process. The process requires library sign-off on all requested materials to ensure that communication between the course developer and librarians is consistent and clear. ([II.C.5](#), [II.C.6](#), [II.C.7](#), [II.C.8](#), [II.C.9](#), [II.C.10](#), [II.C.11](#))

Library collections support student learning needs across the curriculum. All program and department needs are met and supported with acquisitions of materials specific to the discipline. Materials vary in a variety of formats and means of delivery, including print, online, audio, and video. The Online Library Catalog provides information about the libraries' collection, e-books, and audio and video holdings. Students can access the Online Library Catalog via the

college's homepage from any location where internet is accessible. The library collections have significantly increased since the college's last Self-Study. The book collection now has 66,048 titles and has seen an increase in electronic books titles, 54,000 titles. ([II.C.23](#), [II.C.24](#))

The libraries have acquired streaming video and audio databases to enhance the traditional offerings and expand the material available to faculty for classroom and Distance Education use. Faculty is becoming more aware of online database content and asks for these resources to support their programs.

The libraries now subscribe to more than 27 electronic databases for periodical, book, audio, and video content. Database access is provided for all faculty, classified staff, and students on and off campus. Each library maintains its own webpage with clear access points to all online resources. ([II.C.1](#), [II.C.2](#), [II.C.24](#))

Additionally, librarians consult with department chairs and individual faculty to ensure that both new materials are added to the collections and that outdated materials are removed. Department chairs bring forward ideas presented during department meetings as well as new course needs. Faculty provides librarians with copies of syllabi and copies of assignments. Thus requests are both formal and informal; a request can be made via in-person visit, telephone, or e-mail. A formal request form has been developed by the librarians for distribution in the fall 2011 semester. Books and materials are then acquired through a combination of library, departmental, unit, grant, or other appropriate funding resources. Librarians attend faculty and department chair meetings regularly at their respective campuses. At these meetings, the college's librarians are able to address the faculty regarding changes, needs, and scheduled events for their particular library and campus. ([II.C.12](#), [II.C.13](#), [II.C.14](#), [II.C.15](#), [II.C.16](#), [II.C.18](#))

Faculty is also encouraged to place textbooks, supplemental readings, and other relevant course materials on reserve behind the library's reference desk. This practice facilitates student learning and access to course materials that may not readily be available in the library collection. This also provides librarians an opportunity to order high-use materials for its own collection and additionally support the needs of students and instructional programs.

The institution strives to improve its learning support services and assesses the effectiveness of its library collection and its services. Specifically, the Menifee Valley Campus Library conducted a Faculty Library Satisfaction Survey in the fall of 2010. The survey was intended to gauge faculty awareness, perception, and use of the library's resources and services with specific attention to quantity, quality, depth, and variety of services. The evaluation also provided an opportunity for the respondents to give commentary feedback and suggestions for improvement. Faculty identified wanting access to specific databases, but at

this time, budget constraints are not allowing the purchase. A student satisfaction survey is being developed and will be piloted in the fall 2011. ([II.C.17](#))

The quality of materials and collections are also determined by librarians' evaluation of a collection by completing a broad subject search of materials for a given discipline or program. The comprehensive evaluation process includes input from departments, areas, programs, and other of the institution's new programs or deactivated programs. Librarians' broad subject search provides them the accurate information about a material or book's relevancy and currency for certain programs. Additionally, the process allows librarians to determine the quantity of materials needed based on program needs and usage. ([II.C.12](#), [II.C.13](#), [II.C.14](#), [II.C.15](#), [II.C.16](#))

Instructional Technology Services (ITS) technicians maintain the library technology equipment and software and are consulted when purchases are being considered. The ITS department maintains the SIRSI library services software that is integrated with the college's Datatel system for tracking of fines and other student related data. The SIRSI system is the lifeline for the libraries' services, and its maintenance assures that the college community has appropriate access. ([II.C.51](#))

SELF EVALUATION

The institution supports its quality instructional programs and learning support services by ensuring that faculty are qualified, services are available online and face-to-face, and that there are a variety of materials that are current, in-depth, and easily accessible.

After the 2005 Self Study report, the new library at the Menifee Valley Campus was added, which has allowed the institution to increase collections and access. Remote access to library and tutoring services are available online to all students. The addition of more electronic sources has also increased collections throughout both libraries as well. The increase of electronic books and databases ensures all students have access to relevant and diverse information. The libraries' audio and video access also provides for greater selection of resources.

Librarians and their staff collaborate with department chairs, faculty, and program coordinators to acquire relevant materials. These materials are chosen based on need, currency, depth, and accessibility. If electronic copies and print copies are available and budget permits, librarians adopt materials that benefit the entire student population. Additionally, the college's librarians complete ongoing evaluations of the libraries' collections and make decisions based on

materials' currency, usability, relevancy, and quantity. Faculty is consulted when materials from their programs are deactivated or updated.

The LRCs at the San Jacinto Campus and the Meniffee Valley Campus ensure students have access to two main libraries and two main Learning Centers within the district. Additionally, online learning support services such as OnLearning and Smarthinking strive to meet the needs of the institution's rapidly growing district.

Ongoing Program Review helps the centers and the libraries determine the effectiveness of its services, materials, and make enhancements. Program Reviews for each library demonstrate the institution's commitment to using evaluation and data to drive decisions about enhancements or changes to library and learning support services.

The maintenance of educational materials and technology is adequate, as ITS works with library staff to ensure its effectiveness and accessibility. Instructional Technology Services is contacted when new materials and educational technologies need to be purchased and added to existing infrastructures.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

As an institution that promotes academic and personal development, instruction in information competencies is embedded in all General Education (GE) courses, which have also been assessed to meet the new GE learning outcomes format approved through the Curriculum Committee. The general learning outcomes align with the Institutional Learning Outcomes (ILOs), one which specifically addresses communication: "The student will communicate effectively expressing thoughts, goals, and needs through use of appropriate modes and technologies." ([II.C.25](#), [II.C.26](#))

Information competencies at Mt. San Jacinto College are generally defined as the ability to access, analyze, and determine the validity and reliability of information from a variety of sources including: primary sources, library

materials, electronic databases, the internet, and international, national, and local news media sources as they relate to learning activities within the courses.

To help in the instruction of these information competencies, librarians offer personalized orientations for departments, individual faculty, and one-on-one library orientation sessions are also offered for students who need more individualized attention. Additionally, full course orientations are offered for all courses upon request of the faculty and department by completing a request form in advance. The form provides specific information about class size, specific assignment, and the requested date and time. Class orientations are designed to specific class assignments given by faculty in specific areas or disciplines. It is common practice for librarians to prepare relevant documents or guides to research sources for these specific course orientations. Librarians maintain files of past course orientations with their relevant documents and evaluate resources on an ongoing basis. Through departmental faculty orientations, course by course orientations and individual student orientations librarians ensure that the campus community is competent in informational retrieval and use of the library resources and materials. Department and class orientations are offered at all sites as requested. ([II.C.27](#), [II.C.28](#), [II.C.29](#), [II.C.30](#))

Student learning outcomes exist for the full course orientation process. Pre and post surveys have been created and will be piloted in the fall 2011. Pre and post surveys will help librarian assess the SLOs for the library course orientation. The evaluation of results will help librarians and faculty make improvements. ([II.C.31](#), [II.C.32](#), [II.C.40](#))

Introduction to Library Research and Information Competency (LIB 100) and Essentials of Library Research and Information Competency (LIB 101) are offered regularly to students in conjunction with guidance and business courses that teach students effective research strategies. The SLOs for the LIB 100 and the LIB 101 courses are:

1. Articulate an information need by stating a research question, problem, or issue.
2. Analyze an information need and determine the type, amount, and depth of the information required.
3. Identify, locate, and effectively utilize various types of information sources (books, periodicals [print and electronic], media, indexes, internet resources)
4. Formulate search strategies in library catalogs, electronic databases, and the Internet using appropriate subject headings, keyword searches, and Boolean operators to retrieve relevant information.

5. Evaluate information sources in any format to determine type, relevancy to topic, bias, currency, and accuracy.
6. Organize information resources by preparing a bibliography using correct citation formats.
7. Assess the legal, ethical, and privacy issues surrounding information and information technology.

[\(II.C.33, II.C.34, II.C.35, II.C.36\)](#)

Coordinators and tutors in the LCs reinforce information competency through study skills workshops that focus on appropriate research methods, proper paper formatting and proper citation, and offer assistance with other areas of assignments within the courses. Workshops given each semester include “Using MLA & APA,” “Selecting a Research Paper Topic,” “Advanced Library Research,” “Avoiding Plagiarism,” and “Writing a Research Paper.” [\(II.C.37, II.C.54\)](#)

By making library materials accessible to all students via two locations, the San Jacinto Campus and the Menifee Valley Campus, and a significant proportion of electronic databases and e-books available 24/7 via both library websites, the college facilitates the teaching of information competencies both in and out of the classroom. Additionally, librarians offer remote support via phone and e-mail. All faculty, classified staff, and students have access to Blackboard and are assigned login and passwords based on their student or employee identification numbers. A single sign-on to the Blackboard system provides students with immediate access to library services and online tutoring (Smarthinking), contributing to the overall goal of educating all students about developing skills to access information from multiple access points. Remote locations such as the Temecula Education Complex have access through the tutoring computer stations at the site. Library orientations are also available to all classes at all sites. [\(II.C.23, II.C.24, II.C.38, II.C.64\)](#)

Information competencies are assessed by the faculty through course specific SLOs, assignments, projects, and by the librarians through orientation assessment directly administered to students. Additionally, faculty feedback provides the basis for further evaluation of library orientations and their effectiveness. Ongoing discussions about assessment and evaluation of SLOs for information competencies are occurring and a student pre and post orientation survey will be implemented in fall 2011. Further assessment opportunities for effectiveness of integration of information competencies across the college are being explored and will be piloted once developed. [\(II.C.31, II.C.32, II.C.40, II.C.41\)](#)

SELF EVALUATION

Mt. San Jacinto College supports and provides ongoing instruction for users of library and other learning support services so that students are able to develop appropriate information competency skills. This is accomplished by offering multiple resources online and in print and by providing orientations that suit the needs of faculty, students, and departments. This is also possible because of the college's two main libraries and the breadth of resources and support they provide students as well as the online accessibility of the college's databases and e-book collection.

The college's commitment to enhancing the information competencies of its student population is evident through its ILO which specifically states: "The student will communicate effectively expressing thoughts, goals, and needs through use of appropriate modes and technologies." Additionally, the diligent work of the college's Curriculum Committee ensures all courses have an information competency component. Information competency varies from course to course, but general competencies include research skills, including evaluation of sources and informational retrieval. Courses for library literacy and information literacy have been designed and offered so that students could further develop their research skills.

Librarians offer orientations for all constituents and encourage faculty, classified staff, and students to request individualized assistance as needed. Further assessment and evaluation of orientations is being explored and implemented as more departments and areas provide feedback.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.C.1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The institution provides students and personnel responsible for student learning programs and services adequate access to the libraries and other learning support services. Library staffing at the San Jacinto Campus consists of two full-time faculty librarians, two full-time and one part-time library technicians,

several part-time faculty, and a variety of student workers depending on budget availability. The Menifee Valley Campus library is staffed by two full-time librarians, one full-time library services coordinator, two full-time and two part-time library technicians, and student workers as budget permits. ([II.C.19](#), [II.C.20](#), [II.C.21](#), [II.C.22](#))

The hours of both Mt. San Jacinto College libraries were reduced during the 2009-2010 academic year after an assessment of student-use was conducted. Due to economic issues, additional staff could not be hired to handle the increase in student usage after increased enrollment. Therefore, hours were reduced and staff reassigned to the hours that students most needed access. The hours of best usage were determined through the patron count, by day and time, that the librarians record. The libraries' websites provide students with significant access to resources when the libraries are closed. ([II.C.42](#), [II.C.43](#), [II.C.44](#))

Hours of operation are posted on the doors to the LRC and are also available on the college website. ([II.C.43](#), [II.C.44](#))

Current hours of operation during regular semesters for the San Jacinto Campus Library are Monday-Thursday 8 a.m. to 8 p.m. as are those at the Menifee Valley Campus Library. The Menifee Valley Campus Library closes at 1:00 p.m. on Fridays, while the San Jacinto Campus Library closes at 2 p.m. on Fridays. The Learning Centers remain open until 4 p.m. on Fridays. Reductions in hours served to increase services to students during peak student usage times; however, limited Friday afternoon and weekend use of the facilities warranted reductions in hours and/or closures with the least amount of impact on student needs. ([II.C.42](#), [II.C.43](#), [II.C.44](#))

Library materials are accessible to all students via two locations, Menifee Valley Campus and San Jacinto Campus, and a significant proportion of electronic databases and e-books are available 24/7 via the library websites. Librarians offer remote support via phone and e-mail. A single sign-on to the Blackboard provides students with immediate access to library services. All faculty, classified staff and students, have access to Blackboard and are assigned login and passwords based on their student or employee identification numbers. Remote locations such as the Temecula Education Complex have access through the tutoring computer stations at the site. Library orientations are also available to all classes at all sites. ([II.C.23](#), [II.C.24](#), [II.C.38](#))

Access to the electronic databases and electronic books is available 24/7 for faculty and student use via the web. The college's libraries currently have more than 54,000 electronic book titles and access to more than 27 subscription databases, including streaming video and audio content. All students are

supported by both libraries and by their online resources. Accessibility for disabled students is ensured through facility access doors and special seating and technology in the physical libraries, and Section 508 guidelines are followed in online resource access. ([II.C.23](#), [II.C.24](#), [II.C.38](#), [II.C.45](#))

All students have access to all library services regardless of their campus or location. Students taking online classes or classes at remote sites, such as the Temecula Education Complex and the San Geronio Pass Campus have access to library materials via the web. Classes offered face-to-face at these remote locations may request librarian visits for orientation purposes. Online accessibility for library resources is based on Title 5 regulations. Online (and face-to-face) students are able to access tutoring seven days a week (and late into the night) via Smarthinking, which is accessed through the college's course management system with a single login. Students have access to a variety of services including live tutoring and essay submissions. The Learning Centers also offer Directed Learning Activities, Powerpoint Math Tutorials, handouts, weblinks, and other information via the "Tutoring and Academic Support" on the college's website. Finally, "MySkillsTutor," a web-based interactive software program offers enrolled students practice in basic Math, English, and reading skills. ([II.C.23](#), [II.C.24](#), [II.C.38](#), [II.C.46](#), [II.C.64](#), [II.C.67](#), [II.C.68](#))

All departments are equally supported with instructional materials that enhance their instructional programs and services. Faculty is encouraged to request materials and schedule full-class library orientations. Informal faculty requests are accepted via in-person visit, telephone, or e-mail. Formal request forms were developed and are scheduled to be implemented in fall 2011. ([II.C.18](#))

SELF EVALUATION

The institution provides quality and accessible services to all its constituents regardless of location.

The hours of operation are adequate and have been determined based on student needs. Learning support services hours are also dependent on student needs as well. Faculty and classified staff responsible for library services and learning support services have adequate access to the libraries and ensure appropriate staffing is available during peak usage.

The electronic access to materials, such as the Online Library Catalog, databases, and e-books ensures that students at all locations and from all instructional programs are equally supported 24/7. The libraries' websites are easily accessible through the college's homepage. If faculty or students are offsite, they can also access the libraries' databases via Blackboard. Additionally,

librarians are available during business hours to accept phone calls or e-mails from students.

The college's comprehensive library and learning support services offer adequate access to students regardless of their location or means of delivery. Faculty, classified staff, and students are provided with the appropriate information about access and services offered to help achieve student learning within all programs at the college.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.C.1.d.

The institution provides effective maintenance and security for its library and other learning support services.

The institution provides effective maintenance and security for its library and other learning support services. The library is protected in general by the campus Police and security force, the Mt. San Jacinto College Police department. Campus Police and security forces are called in times of emergency, and their phone numbers are easily accessible via the college website and can be quickly connected via campus-wide telephone system. Faculty, classified staff, and students are also encouraged to save campus Police phone numbers on their contact lists. Additionally, campus Police phone numbers are posted throughout the college's libraries and learning support centers. Hand-held radios, with direct contact to the Police department, have also been issued to the Menifee Campus Learning Center and Library. ([II.C.69](#))

In addition, through collaborative efforts of library staff and administration, security measures have been established for locking and alarming the buildings. The institution installed magnetic scanning devices at the entrance to both libraries and surveillance cameras at the Menifee Valley Campus library, and the San Jacinto Campus also maintains appropriate measures that protect the library collection from theft as well as provides security for students. Electronic materials are secured through normal IT security protocol.

Mt. San Jacinto College ensures adequate physical resources and facilities to support its educational programs and provides a safe, inviting environment for students, classified staff, and the community. The district meets these expectations through a variety of methods including the development of a Facilities Master Plan, utilization of FUSION (Facilities Utilization Space Inventory

Options Net), a California Community College software program to record and track building maintenance, the Scheduled Maintenance Report, preventative maintenance programs, implementation of an electronic work order system and the establishment of a Police department. These and other programs help to meet the college's overall goals and mission. Both libraries and learning support centers are properly maintained. In the event of facilities issues, library and learning center faculty and staff complete a facilities maintenance request. Facilities requests ensure the college provides effective maintenance of its buildings. Library faculty and staff also maintain the library and provide appropriate measures to ensure its operations. ([II.C.70](#), [II.C.71](#), [II.C.72](#))

During the summer 2011, the San Jacinto library was renovated to correct aging architecture within the building. The renovation will also assist in noise transfer from the busy learning center to the quiet library study space and provide some needed student lounge areas on campus.

SELF EVALUATION

The college uses the appropriate measures to provide maintenance and security to its libraries and learning support centers. Maintenance is provided via the college's Facilities Services department. Library security is provided by Mt. San Jacinto College's Police department.

Measures have also been taken to protect the library collection and the equipment by locking and alarming the buildings. Collaborative efforts of faculty, library staff, administration, and security also ensure the security of the libraries. Additionally, magnetic scanning devices at the entrance to both libraries and surveillance cameras at the Meniffee Valley Campus library help provide security for the libraries.

The college meets the standard.

PLANNING AGENDA

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

STANDARD II.C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a

regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Mt. San Jacinto College collaborates with other institutions and associations to enhance its instructional programs and learning support services. The college is a member of the Inland Empire Academic Library Collaborative (IEALC). Member libraries of the Inland IEALC have formal agreements to serve each other's students through reciprocal borrowing. Students may complete a registration form to acquire an IEALC authorization card which will enable them to directly borrow from any one of the member libraries. ([II.C.47](#), [II.C.48](#))

The libraries also have a formal agreement with member libraries of San Bernardino, Inyo, and Riverside Counties United Library Services (SIRCULS) to borrow their materials through interlibrary loan. Through the Online Computer Library Center (OCLC) network, it is also possible to borrow materials from any library within the United States; both libraries have exercised this option. However, in actual practice, it has been restricted to those libraries that do not charge a fee. Additionally, library users at one campus location can request materials held in the library at the other campus through a library intra-lending service. ([II.C.49](#), [II.C.50](#))

Other contracted services are those that increase the functionality of the library such as the SIRSI system contract for circulation. Additionally, all electronic databases are contracted by year and costs are based on enrollment levels and usage. All of these services are used continuously and assessed for student usage. Detailed reporting from database usage helps the libraries make informed decisions about the relevancy of certain databases to student learning. The reporting provides statistics about the usage and such information helps the institution maintain quality services, such as in the case of a database that was not frequently used Facts on File. Data collected provided the appropriate evaluation for cancelling the contract and subscription to this service. ([II.C.51](#), [II.C.52](#))

Data collection is an important element in the evaluation of the contracted services. As part of their daily operations, librarians and the college's library staff collect data about the Interlibrary Loans conducted. This data helps the faculty librarians determine the effectiveness of services, whether students are using the services, and whether services are meeting students' needs.

SELF EVALUATION

As a member of the IEALC, the college collaborates with other institutions so the library and other learning support services are available for its students. Formal agreements exist and ensure that resources are adequate and needed.

Students may borrow materials via the interlibrary loan services and also through the OCLC network. Online databases are also easily accessible for all students and are contracted by year. Costs are based on enrollment levels. Services are available and used continuously.

Methods for evaluating services are used and are done so as part of the daily operations of the libraries' staff. Data collection helps with decision-making about contracts and agreements for collaboration with other institutions.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD II.C.2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evaluation of the library and the learning support services is accomplished in multiple ways. In this manner, the institution acquires in-depth evidence and evaluation of its services, programs, and materials. Results provide the basis for improvement of library services and are implemented into professional development, SLOs, PLOs, and Program Review.

One of the primary points of contact that determines the adequacy of library services is the Curriculum Committee. With each curriculum submission, a library resource evaluation is required. The librarians serve as members of the Curriculum Committee and must determine the feasibility of the requested resources as well as provide assistance in identifying appropriate resources. Resources are then allocated based on availability of funds within library budgets, department budgets, and immediate need. ([II.C.5](#), [II.C.6](#), [II.C.7](#), [II.C.8](#), [II.C.9](#), [II.C.10](#), [II.C.11](#))

Additionally, librarians attend department chair meetings and general faculty meetings seeking input regarding collections and library support services such as library orientations. Librarians collaborate with individual faculty to develop specific resources prior to library orientation sessions. Librarians work with faculty to create handouts, resources, and materials that are specific to their course needs. In this manner, faculty is evaluating the relationship and effectiveness of orientation materials and resources with the delivery of library

instruction to meet course SLOs. Similarly, librarians gather information about their library orientations to satisfy their Library Orientation SLOs. Library Orientation SLOs are measured by providing pre and post orientation student assessments and evaluations. ([II.C.12](#), [II.C.16](#), [II.C.17](#), [II.C.18](#), [II.C.31](#), [II.C.32](#), [II.C.40](#))

Program Review facilitates the evaluation process for library services; each library has its own Program Review. The Library and Technology Unit Plan emphasizes Program Review, and it is revised yearly. Program Reviews can be accessed via the Office of Institutional Effectiveness and Planning's webpage. Program Reviews assess the use, access, and relationship of the services to the intended SLOs. ([II.C.19](#), [II.C.20](#), [II.C.21](#), [II.C.22](#), [II.C.90](#))

In 2010, for example, both libraries' Program Review showed the library patron count increase, thus providing relevant evidence to adjust library hours to meet the needs of students. Database usage also increased and further assessment showed that decreased state funding and increased enrollments at the college are impacting student access to face-to-face library services. However, measures are in place, such as online database and Online Library Catalog access to help alleviate some of the added constraints on library personnel and services. ([II.C.19](#), [II.C.20](#), [II.C.21](#), [II.C.24](#), [II.C.90](#), [II.C.91](#))

Faculty input is also crucial in the evaluation of library services. The Menifee Valley Campus Library conducted a Faculty Library Satisfaction Survey in the fall of 2010. The survey was intended to gauge faculty awareness, perception, and use of the library's resources and services with specific attention to quantity, quality, depth, and variety of services. The evaluation also provided an opportunity for the respondents to give commentary feedback and suggestions for improvement. ([II.C.17](#))

A department Program Review also provides valuable information about the instructional and learning support needs of the college's diverse student population. In 2010, through Program Review of the ESL program and in collaboration with the Basic Skills Committee, it was determined that an ESL computer lab at the San Jacinto Campus would be needed to support the growing ESL program at the San Jacinto Campus. Space for the lab was found in the San Jacinto Campus and renovations have been made. This additional space can also be used as a space for library orientation classes. When needed, the lab will also allow for student overflow and students needing computers for general student work. The ESL department chair and the library department chair collaborate to create a calendar for this dual use agreement. Prior to the creation of the computer lab, library orientations had to be done in the general use computer section of the library, which caused interruption of the students using the computers to make the computers available for orientation. Now, the

orientations can be conducted in a delineated computer classroom with smart-room capabilities and internet access. ([II.C.75](#), [II.C.76](#))

Additionally, in fall 2010 after evaluation of the LSP, the program was moved from Student Services to Instructional Services under the direction of Dean of Libraries and Instructional Technology to better align with academic support. Similarly, the LSP lab on the Menifee Valley Campus was moved to the Menifee Valley Campus LRC to provide for increased space and better access to library services. ([II.C.4](#))

Learning support services and area departments have also established Program Level Outcomes (PLOs) to reflect the mission of the areas. The two LCs collaborated to develop their PLOs. The PLOs are:

1. To increase persistence, retention, and completion rates among the students who utilize LRC services;
2. to increase student academic success, including literacy and numeracy, through appropriate, accessible, and up-to-date learning resources delivered through multiple modalities, including face-to-face instruction, tutorial services, and technology;
3. provide systematic, effective, and ongoing training of peer tutors;
4. increase active learning by promoting and tracking student usage of the learning centers.

The LCs use a variety of methods to assess and analyze the relationship of the services to the intended SLOs. Student satisfaction surveys, tutor evaluations, and self-evaluations, and Datatel login information have been used to collect data. ([II.C.86](#), [II.C.97](#))

Annual department Program Review helps the LCs evaluate their effectiveness in meeting course SLOs. For example, the San Jacinto Campus Learning Center Annual Program Assessment for 2010 offered evidence to support retention and success of students in five Math courses. Data showed that students who attended 30 hours of tutoring in the LRC had a much higher success rate in Math 096 and Math 096A (85 percent). The retention rate was also at a much higher rate (100 percent). Similarly, students who were enrolled in Math 090A and Math 090B had a lower withdrawal rate (18.70 percent for those who attended LCs versus 29.50 percent for those who did not visit the LCs). ([II.C.92](#), [II.C.93](#))

The LCs also evaluate the tutor training courses for effectiveness and use SLOs to enhance learning and effectiveness of the program. After review of course offerings for tutor training, the LCs revised their course offerings. Starting fall 2011, the LCs will now offer Introduction to Tutoring Across Disciplines (TA 100).

The course was developed based on tutors' and faculty needs and tutor evaluations about tutor training. In this manner, the learning centers ensure that their staff receives adequate training to achieve its SLOs and PLOs. ([II.C.61](#), [II.C.94](#), [II.C.95](#), [II.C.96](#))

In 2009, LSP course outlines were also reviewed and updated. During that time, five courses were rewritten and renumbered to meet the guidelines of CB 21. The LSP has also completed Program Review with annual updates on a regular cycle and all courses with the exception of two new courses have been assessed and revised based on SLOs in at least two cycles. New courses will be assessed no later than the second semester the courses are offered. Results of the SLO assessments are located on the SLO website. ([II.C.66](#), [II.C.77](#), [II.C.78](#), [II.C.79](#), [II.C.80](#), [II.C.81](#), [II.C.82](#), [II.C.83](#), [II.C.84](#), [II.C.85](#))

The college's SI program collects data about student attendance hours and shows the relationship between student attendance and course retention and success. Evidence of its effectiveness for historically difficult courses provided the basis for its expansion and presentations of the overwhelming success of the program have been given to the Board of Trustees as well as to faculty. ([II.C.65](#))

SELF EVALUATION

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The evaluation provides the evidence to demonstrate their effectiveness and contribution to the achievement of student learning outcomes. The institution also uses the results to enhance services and to continue to improve the overall efficiency of its centers.

The libraries' Program Review in conjunction with SLOs, PLOs, and ILOs, helps the institution ensure that the evaluation is ongoing, comprehensive, and relevant to intended student learning. Data collected includes usage, access, and the services' relationship to SLOs.

Institutional research facilitates the process by providing the library and the LCs up-to-date data. Further evaluation and feedback by faculty, classified staff, and students help the libraries and centers with valuable information that can be used to implement more effective practices and services to increase student success and the college's mission. Evaluation tools used to measure feedback include but are not limited to pre and post surveys, questionnaires, and comment cards.

Program level Program Reviews also provide evidence about the learning support needs of specific programs, such as was the case with ESL program and

LSP. Faculty feedback is also essential and highly encouraged. Faculty satisfaction surveys have been conducted and will continue to be developed for further evidence.

The institution strives to ensure its programs and services meet the needs of its diverse student population. It does this by promoting an organizational culture that makes evidence-based decisions and seeks input from all its constituents. The libraries and learning centers have worked to implement this model in its services and planning.

The college meets the standard.

PLANNING AGENDA

None.

Standard II.C References

- II.C.1 [Library - San Jacinto Campus](#)
- II.C.2 [Library - Menifee Valley Campus](#)
- II.C.3 [Learning Resource Center](#)
- II.C.4 [Learning Skills Program](#)
- II.C.5 [Curriculum Committee](#)
- II.C.6 [Curriculum Committee Membership](#)
- II.C.7 [Curriculum Tutorial](#)
- II.C.8 [Curriculum Best Practices Handbook 2010-2011](#)
- II.C.9 [Curriculum Best Practices Handbook 2011-2012](#)
- II.C.10 [Curriculum Committee Form C](#)
- II.C.11 [CurricUNET](#)
- II.C.12 [Obsolete Material Inventory and Weeding](#)
- II.C.13 [Department Involvement in Collaboration with Librarians to Enhance Collections](#)
- II.C.14 [Faculty Collection Development Lists and Requests](#)
- II.C.15 [Faculty Assessment of Library Collections in Discipline](#)
- II.C.16 [Collection Assessment and Enhancement in Discipline or Subject Area](#)
- II.C.17 [Library Survey/Assessment, Fall 2010](#)
- II.C.18 [Materials Request Form](#)
- II.C.19 [San Jacinto Campus Library Annual Program Assessment](#)
- II.C.20 [Menifee Valley Campus Library Program Review](#)
- II.C.21 [Menifee Valley Campus Library Program Review, Revised May 20, 2009](#)
- II.C.22 [Library and Technology Unit Plan](#)
- II.C.23 [Library Collections](#)
- II.C.24 [Library Electronic Databases](#)
- II.C.25 [College Catalog](#)
- II.C.26 [Institutional Learning Outcomes](#)
- II.C.27 [Departmental Faculty Orientation](#)
- II.C.28 [Library Resources/Services Guide](#)
- II.C.29 [Faculty Resources](#)
- II.C.30 [Course/Student Orientation](#)
- II.C.31 [Library Orientation Student Learning Outcomes](#)
- II.C.32 [Student Learning Outcomes Quiz](#)
- II.C.33 [LIB 100 Course Outline of Record](#)
- II.C.34 [LIB 101 Course Outline of Record](#)
- II.C.35 [Student Learning Outcomes for LIB 100 and 101](#)
- II.C.36 [Schedule of Classes, Fall 2011](#)
- II.C.37 [Learning Center \(LC\) Study Skills Workshops](#)
- II.C.38 [Library Services on Blackboard](#)

- II.C.40 [Library Orientation Assessment](#)
- II.C.41 [Library Department Learning Outcomes \(DLOs\)](#)
- II.C.42 [Library Hours Usage Survey Results](#)
- II.C.43 [San Jacinto Campus Library Hours of Operation](#)
- II.C.44 [Menifee Valley Campus Library Hours of Operation](#)
- II.C.45 [Section 508 Guidelines](#)
- II.C.46 [Title V Requirements for CCC Libraries](#)
- II.C.47 [Inland Empire Academic Library Cooperative \(IEALC\) Membership](#)
- II.C.48 [Inland Empire Academic Library Cooperative \(IEALC\) Authorization Card Application for Students](#)
- II.C.49 [SIRCULS Agreement and Program Description](#)
- II.C.50 [OCLC Network Membership](#)
- II.C.51 [SIRSI Contract](#)
- II.C.52 [Evaluation of Contract Services for Usage and Fulfillment Rates](#)
- II.C.53 [Smarthinking Online Tutorial Service Usage Report](#)
- II.C.54 [Honors Workshop Schedule Spring 2011](#)
- II.C.55 [CRLA Certification](#)
- II.C.56 [Learning Resource Center - SJC](#)
- II.C.57 [Learning Resource Center - MVC](#)
- II.C.58 [Honors Enrichment Program](#)
- II.C.59 [General Campus Calendar](#)
- II.C.60 [iStudent Workshop Calendar](#)
- II.C.61 [Peer Tutor Training Class](#)
- II.C.62 [Menifee Valley Campus Tutor Inservice in Blackboard](#)
- II.C.63 [Learning Resource Center Data](#)
- II.C.64 [SmartThinking Online Tutorial Service \(via Blackboard link\)](#)
- II.C.65 [Supplemental Instruction \(SI\) Data](#)
- II.C.66 [Learning Skills Program CCCCO-LD Eligibility Model](#)
- II.C.67 [Tutoring and Academic Support](#)
- II.C.68 [My Skills Tutor](#)
- II.C.69 [Police Department Webpage](#)
- II.C.70 [Facilities Master Plan](#)
- II.C.71 [Facilities Planning/Management](#)
- II.C.72 [Facilities Work Order System](#)
- II.C.73 [American Library Association \(ALA\) Membership](#)
- II.C.74 [Datatel Numbers for Fall 2009 to Spring 2011](#)
- II.C.75 [Basic Skills Committee Minutes, ESL Computer Lab, September 7, 2010](#)
- II.C.76 [San Jacinto Campus ESL/Library Dual Use Agreement Calendar](#)
- II.C.77 [Learning Skills Program \(LSP\) Course Outlines of Record](#)
- II.C.78 [Learning Skills Program \(LSP\) Department Learning Outcomes \(DLOs\)](#)

- II.C.79 [Learning Skills Program \(LSP\) Student Learning Outcomes \(SLOs\)](#)
- II.C.80 [Institutional Learning Outcomes \(ILOs\)](#)
- II.C.81 [Learning Skills Program \(LSP\) Program Review, San Jacinto Campus](#)
- II.C.82 [Learning Skills Program \(LSP\) Program Review, Menifee Valley Campus](#)
- II.C.83 [Learning Skills Program \(LSP\) Program Review Annual Update](#)
- II.C.84 [Learning Skills Program \(LSP\) Assessment of SLOs](#)
- II.C.85 [Learning Skills Program \(LSP\) Workshops for Learning Resource Center Tutor Training Class](#)
- II.C.86 [Menifee Valley Campus Tutor Evaluations Spring 2011](#)
- II.C.90 [Menifee Valley Campus Library Program Review 2010](#)
- II.C.91 [Library Collections](#)
- II.C.92 [Learning Resource Center - San Jacinto Campus Program Review Annual Update](#)
- II.C.93 [Learning Resource Center - Menifee Valley Campus Program Review Annual Update](#)
- II.C.94 [TA 100 Course Outline of Record \(CurricUNET\)](#)
- II.C.95 [Learning Resource Center Student Learning Outcomes](#)
- II.C.96 [Learning Resource Center Program Learning Outcomes](#)
- II.C.97 [Datate!](#)
- II.C.98 [Learning Skills Program Course Outlines of Record](#)

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

STANDARD III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

To assure that the qualifications for each position are closely matched to specific programmatic needs, job announcements are based on information provided by the manager responsible for the position being considered. The announcements are then prepared and distributed by the Human Resources (HR) department. Discussions and analyses with the district's departments enable HR to come to agreements regarding the district's needs. All vacancies for full-time positions are advertised in and out of the district. The HR department assures fair recruitment for all position vacancies under the guidelines of federal, state, equal employment opportunity regulations, and Board Policy ([III.A.8](#), [III.A.9](#), [III.A.89](#), [III.A.149](#))

The Human Resources department collects and verifies all applicant submissions including transcripts and diplomas to ensure the applicant meets the position's minimum qualifications. For each vacancy to be filled, the HR department coordinates a hiring committee, making every effort to achieve a balanced pool of gender and ethnic representation. After the committee recommends candidates for final interviews, thorough and satisfactory reference check and employment verification is completed for the finalist(s). These steps enable HR to determine that the institution's personnel are sufficiently qualified to guarantee the integrity of the district's programs and services. ([III.A.1](#), [III.A.3](#), [III.A.10](#), [III.A.89](#))

STANDARD III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Mt. San Jacinto College’s hiring practices prioritize the matching of personnel needs with candidates who possess appropriate education and experience. All faculty and administrators meet or surpass the state minimum qualifications for education, training, and experience as required by the California Education Code and Title V of the California Code of Regulations, or faculty must meet equivalency standards consistent with the requirements and guidelines established by the Board of Governors and the Statewide Academic Senate. In addition, the college employs classified staff with knowledge, skills, and experience required for their respective positions as outlined in the job descriptions. The college also employs hourly student help, work study students, hourly, and temporary employees on an as-needed basis, for the purpose of assisting with special projects, peak workload, or substituting for an absent permanent employee. ([III.A.3](#))

The district utilizes the faculty, classified staff and administration hiring procedures to fill all vacancies. These procedures reflect California Labor Law, Title 5, the California Education Code, district Board Policies and Administrative Procedures to ensure compliance. ([III.A.1](#), [III.A.10](#))

All district policies and administrative procedures are available on the district website. Mt San Jacinto College adheres to the criteria, qualifications, and procedures for the selection of personnel as outlined in Board Policy and hiring procedures. Guidelines for the employment of academic employees are provided by Board Policy 7210. Board Policies 7230, 7240, 7250 delineate the employment of confidential, classified, administrative, and classified management personnel. ([III.A.1](#), [III.A.7](#), [III.A.8](#), [III.A.10](#), [III.A.15](#), [III.A.89](#), [III.A.93](#), [III.A.94](#))

Human Resources (HR) oversees and coordinates the recruitments for all permanent district positions, including full-time and part-time faculty, classified

staff, and administrators. The HR department, in coordination with the appropriate division dean, vice president, or designee, develops the job vacancy announcement, conforming to established district job descriptions and classification standards. ([III.A.1](#), [III.A.10](#), [III.A.89](#))

Job Descriptions and Position Announcements

Through a collaborative process, HR personnel work with the appropriate staff in departments that are hiring to develop position announcements that clearly state the specific qualifications and responsibilities for each position. Faculty positions stress an emphasis on student-centered learning as reflected in the college mission statement. The announcement also addresses an appreciation for and understanding of, the diverse cultural, ethnic, socioeconomic, and disability backgrounds of those in a community college. ([III.A.167](#))

Job descriptions and announcements contain general information about duties and qualifications and are established for each faculty, classified staff, administrative, supervisory, and confidential position. Job descriptions are designed to accurately reflect the duties, responsibilities, working conditions, reporting relationships, salary range, and benefits of the position. Additional information includes the selection process, equal opportunity employer statement, ADA, and discrimination reminders.

The HR department uses the established general job description, or for faculty positions, the required minimum qualifications and general institutional responsibilities as a starting point to develop comprehensive position announcements that outline the duties, qualifications, reporting relationships, and salary and benefits. Position announcements outline the minimum required educational and occupational qualifications necessary for the position, as well as specific knowledge and abilities needed to perform the duties successfully. ([III.A.3](#), [III.A.29](#), [III.A.63](#), [III.A.64](#), [III.A.195](#))

Reasonable and specific desired qualifications may be added that are higher than, or outside of the required minimum qualifications. Desired qualifications are established by the discipline expert and area manager for each position announcement. Desired qualifications are reviewed and approved by HR prior to recruitment to ensure that these qualifications are job related and will not cause adverse impact to underrepresented candidates or an unnatural barrier to employment. ([III.A.29](#), [III.A.167](#))

The desired qualifications are key to assisting the hiring committees in assessing applicants and recommending the most qualified applicants who possess the knowledge of the subject matter and service to be performed.

Advertising

The district advertises each vacant position in different venues to recruit qualified, diverse applicant pools. Position announcements, along with the required district application materials and detailed job descriptions for each classification, are posted on the district's HR webpage. Applicants may also obtain print copies of these materials from HR. The office posts employment advertisements on the California Community Colleges (CCC) Registry, the district's website and the district's 24-hour job telephone line. For faculty and administrative positions, job announcements are emailed to the Chief Human Resources Officer, Chief Instructional Officer, Chief Student Services Officer, and the Chief Business Officer, via the California Community College Chancellors Office listserv. Additionally, the hiring manager is asked to provide HR with a list of specific recruitment resources that would allow recruitment to target applicants most likely to possess the knowledge, skills, and abilities for the position. Application packets for all permanent positions describe the application requirements and include complete application instructions. ([III.A.11](#), [III.A.26](#), [III.A.34](#), [III.A.161](#), [III.A.168](#))

Hiring Committees

Membership of hiring committees consists of faculty, classified staff, and administration; selection committees are defined by the respective hiring procedures. Faculty play a major role in the hiring of new faculty, as there are at least three faculty on each hiring committee, with the option to add more by mutual consent of committee constituency and the Vice President of Human Resources. ([III.A.4](#), [III.A.8](#), [III.A.89](#))

The hiring committee formation is a collaborative effort. The Committee Appointment Form is forwarded to the Appointment Secretary of the Academic Senate for the assignment of faculty members to the hiring committee. The Appointment Secretary of the Academic Senate solicits full-time faculty to serve on the committee. Three faculty members are appointed by the Academic Senate, at least one of whom, if possible, shall be from the instructional area in which the vacancy occurs. Once appointed, HR reviews and approves committee membership. Human Resources requests that each constituency group (Academic Senate, Classified Senate, and administration) provide a diverse committee membership. ([III.A.10](#), [III.A.18](#), [III.A.19](#), [III.A.20](#), [III.A.21](#))

Administrator and faculty selection committees include a non-voting district Equal Employment Opportunity (EEO) representative as a required committee member. The EEO representative's role in the recruitment process is to ensure that the hiring process is conducted fairly and consistently for each candidate. Currently, the HR representatives serve as the EEO Representatives on the

hiring and may halt the hiring process to prevent or reverse a potential breach of employment regulations. ([III.A.4](#), [III.A.10](#), [III.A.166](#))

Hiring committee members receive extensive training from HR staff in equal employment opportunity history, laws, and regulations, as well as in the district's hiring procedures, hiring committee members are required to participate in this training every two years. The training follows the district's hiring procedures, the guidelines required by Title 5, §53003 (c) (4) of the California Code of Regulations, and includes information about federal and state laws and regulations related to employment and non-discrimination. ([III.A.22](#))

To define and evaluate 'effective teaching' in its hiring processes, the district states in the faculty application that the applicant may be required to take and pass a general knowledge and specialized knowledge examination. Additionally, the hiring committee develops and defines the criteria for the candidate's required teaching demonstrations. ([III.A.23](#), [III.A.33](#))

For classified staff recruitments, HR reviews and approves committee membership prior to each committee's first meeting. The Classified Recruitment Request form is forwarded to the department requesting the recruitment. The department suggests preferred/desired qualifications of applicants for the position. Four or five names of classified employees are provided for potential hiring committee members. During the committee orientation meeting, committee members are given an overview of the EEO guidelines and diversity training, and district hiring procedures prior to interviews being conducted. The hiring administrator participates in the committee along with two classified staff approved to participate by the Classified Senate. When appropriate, faculty approved by the Academic Senate also participates on the selection committees. This committee recommends the applicant to be hired to fill the given position. ([III.A.4](#), [III.A.35](#), [III.A.37](#), [III.A.38](#))

Screening Criteria, Interview Questions, and Teaching Demonstration

Screening criteria is generated and submitted to HR for approval by the appropriate hiring department. The individual who is screening carefully verifies candidates' past experience and education as related to screening criteria, and determines further qualifications through the questions asked during the interview process. ([III.A.13](#), [III.A.24](#), [III.A.39](#))

Interview questions and guidelines for teaching and skills demonstrations are submitted by the selection committee to HR for review and approval prior to screening applications and conducting interviews. Human Resources ensures that these documents are in compliance with applicable laws, regulations, and district hiring practices prior to use. To assist hiring committees in determining if the candidate is well qualified for the position, hiring committees are required

to develop and ask interviewees a variety of questions directly related to the responsibilities and qualifications listed in the position announcement. Human Resources reviews the skills demonstration for compliance with legal regulations and district hiring practices prior to interviews. ([III.A.12](#), [III.A.23](#), [III.A.169](#))

Faculty hiring committees ask questions relating to teaching strategies, expertise in the academic discipline and subject matter, and academic and professional preparation. Criteria and questions must include at least one item pertaining to sensitivity to and understanding of diversity. All applicants for faculty positions are required to plan and present a live teaching demonstration during their interviews so that selection committees may ascertain candidates' knowledge of their disciplines, teaching style, and teaching effectiveness. Hiring committees for non-teaching faculty positions, which include Counselors, librarians, and coordinator positions may opt for candidates to deliver an oral presentation on a relevant topic, instead of a teaching demonstration. ([III.A.23](#))

Application Screening

Human Resource screens all applications for minimum qualifications in accordance with applicable laws and regulations. All applicants who meet the established minimum qualifications are forwarded to selection committees for interview consideration. The minimum qualifications for faculty and educational administrator positions are those prescribed by the California Community Colleges System Office as stated in its *Minimum Qualifications for Faculty and Administrators in California Community Colleges* publication. ([III.A.3](#))

Minimum qualifications for each classified administrator, confidential, supervisory and classified position are established in the job description for each position. These qualifications entail education, training, and experience that are applicable to the particular classification. Human Resources ensures that candidates for faculty and administrator positions hold degrees from institutions accredited by agencies recognized by the U.S. Department of Education. Candidates are required to submit unofficial graduate and undergraduate transcripts with their applications. ([III.A.28](#), [III.A.29](#), [III.A.30](#), [III.A.31](#), [III.A.41](#), [III.A.167](#))

The HR department, in order to verify the equivalency of degrees, requires candidates who hold degrees from non-U.S. institutions to submit a credentials evaluation of their transcripts demonstrating how their coursework is equivalent to the minimum qualifications for the faculty or administrator position. Full-time and part-time faculty candidates who do not meet the minimum qualifications for the positions for which they have applied are required to undergo the equivalency process, an academic and professional

matter of the Academic Senate, in order to be considered. The Academic Senate Equivalency Committee reviews and approves or denies an applicant's equivalency request prior to interviews for full-time faculty positions, and prior to hire for part-time faculty positions. If an applicant who qualified through the equivalency process is selected as the successful candidate, the equivalency must go to the Board of Trustees for approval prior to employment. ([III.A.2](#), [III.A.170](#))

Interviews

The district utilizes the interview process as a tool to evaluate a candidates qualifications and potential to contribute to the mission of the institution. Questions asked by the interviewers enable the committee to determine a candidate's potential to contribute to the college's mission. The designated selection committee interviews the candidates and recommends them for hire or second-level interviews. ([III.A.12](#), [III.A.23](#), [III.A.169](#))

Faculty and administrative positions require two levels of interviews, the first with the selection committee, and the second with the Superintendent/President, area Vice President, and the Vice President of Human Resources. Final faculty candidates are selected based on knowledge of the subject matter or service to be performed, effective teaching, scholarly activities, and potential to contribute to the college mission. ([III.A.10](#))

The Board of Trustees performs the second-level interviews for the position of Superintendent/President.

All selection committees must submit an Interview Recommendation form to HR after the interview process to indicate which candidates were recommended for further consideration. The selection committee must provide job-related reasons for non-selection of candidates not receiving further consideration. ([III.A.14](#), [III.A.25](#), [III.A.38](#))

Hiring Part-Time Faculty

The district recruits and selects for hire part-time faculty through a decentralized process. Applications for part-time faculty are accepted by HR on a continuous basis. Human Resources screens each application for minimum qualifications. Applications that meet the minimum qualifications are scanned into a dedicated drive on the district's network, accessible by password and only to HR and senior administration. ([III.A.171](#))

Departments in need of part-time faculty may review the applications electronically and contact applicants for an interview. If there are no qualified applicants in a particular discipline, the department may contact HR to advertise

for a specific discipline on the HR website. College department's interview and select candidates at their own discretion. Human Resources ensures that each selected part-time candidate meets the minimum qualifications and legal requirements prior to hiring. ([III.A.10](#))

SELF EVALUATION

Mt. San Jacinto College follows policies and procedures for hiring faculty, classified staff, and administrators. The college ensures that each hiring process is conducted thoroughly, consistently, and in alignment with applicable regulations. These policies and procedures are aligned with the recommendations of the California Community Colleges Chancellors' Office and comply with California State Labor Laws and the appropriate components in California Code of Regulations, Title 5.

The college adheres to the criteria, qualifications, and procedures for the selection of personnel as outlined in Board Policy and hiring procedures. All district Board Policies and Administrative Procedures are available on the district website. The district's job announcements are clearly written and include stated criteria, qualifications, and procedures for the selection of personnel. Job descriptions accurately reflect the duties, responsibilities, working conditions, reporting relationship, salary range, and benefits of the position. Each open position is advertised in a variety of advertising venues to announce vacancies to a broad range of potential candidates to establish qualified pools of diverse applicants. ([III.A.8](#), [III.A.11](#), [III.A.26](#), [III.A.34](#), [III.A.68](#), [III.A.69](#), [III.A.89](#))

Mt. San Jacinto College Board Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring guide the recruitment and hiring process of all district and college positions. ([III.A.8](#), [III.A.89](#))

This process enables Mt. San Jacinto College to hire qualified faculty, classified staff, and administrators. The interview and selection process is multi-faceted and ensures that the institution has integrity in hiring qualified personnel to support the institution's mission, goals, programs, and services. The district utilizes the faculty, classified staff and administration hiring procedures to fill all vacancies. These procedures reflect California Labor Law, Title 5, the California Education Code, district Board Policies and Administrative Procedures. These processes ensure compliance and safeguard that hiring procedures are consistently applied. ([III.A.1](#), [III.A.10](#), [III.A.166](#))

Mt. San Jacinto College's hiring practices are a collaborative process, which include faculty, classified staff, and administrators to ensure that the district yields highly qualified employees. Since the 2005 Self Study, all tenure track faculty hired have attained tenure.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Mt. San Jacinto College has procedures in place to ensure the effectiveness of HR by evaluating personnel systematically at stated intervals including full-time and part-time faculty, classified staff, and administrators. Performance review criteria, timelines, and processes are negotiated with the bargaining units of the district including California Teachers Association (full-time faculty), California School Employees Association (full-time and part-time classified staff), and Communications Workers of America (part-time faculty). The evaluation instruments are developed through the collective bargaining process for faculty and classified staff and are based on written criteria that have clear expectations of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to the individual's expertise as an employee of Mt. San Jacinto College. As a component of their evaluation, faculty and administrators are required to participate in one or more college committees. Classified staff and part-time faculty are encouraged to participate on college committees through Shared Governance. Part-time faculty who are elected and/or selected to serve on Safety Committee, Facilities Committee, or Academic Senate as official representatives receives a stipend of \$150 per semester of service. ([III.A.42](#), [III.A.76](#), [III.A.98](#), [III.A.99](#))

Evaluations are coordinated through HR. The employee's direct supervisor is responsible for conducting the evaluation in accordance with the appropriate negotiated agreement, or the evaluation method identified for administration and confidential staff. ([III.A.76](#), [III.A.98](#), [III.A.99](#))

Full-time Faculty

Full-time faculty evaluation is conducted pursuant to Article X: Evaluations, of the Collective Bargaining Agreement (CBA) between the district and the Faculty

Association. This agreement sets forth the basic procedures under which faculty evaluations are conducted. Full-time tenure-track faculty is evaluated once each year of service during years one through four. Full-time tenured faculty members are evaluated once every three years beginning with the third year of tenured service. Faculty evaluations include a peer evaluation, administrative evaluation, student evaluation, and a self evaluation (optional for tenured faculty). Faculty evaluations are conducted by an evaluation team, consisting of the faculty member being evaluated, supervising administrator, faculty department chair or director, or other appropriate tenured faculty member(s). ([III.A.47](#), [III.A.48](#), [III.A.49](#), [III.A.50](#), [III.A.51](#), [III.A.52](#))

Teaching and non-teaching faculty performance standards include: depth and breadth of knowledge; methods and techniques; effectiveness of communication; rapport; overall effectiveness; department and college participation; and additional professional responsibilities. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Board of Trustees. ([III.A.47](#), [III.A.48](#), [III.A.49](#), [III.A.50](#), [III.A.51](#), [III.A.52](#), [III.A.76](#))

Currently, the appropriate administrator ensures that faculty evaluation activities and follow-up abides by set procedures, is timely, and documented. However, it is the responsibility of HR to ensure that all tenure-track faculty evaluations are submitted in a timely manner. ([III.A.181](#))

Currently, the HR department is working on developing a comprehensive tracking and notification process to ensure that evaluations are submitted in a timely manner.

Part-time Faculty

Part-time faculty is evaluated pursuant to Section IX: Evaluation Procedures, in the CBA between the district and the Communications Workers of America (CWA), who represents them. The faculty members are evaluated within the first semester of paid service and at least once every six regular semesters of paid service thereafter. Evaluations include a student evaluation, peer evaluation, and a self evaluation. The classroom observation is performed by the area dean or department chair. The performance standards established for full-time faculty, as described above, are also used in evaluating part-time faculty. ([III.A.43](#), [III.A.99](#))

Classified Staff

Classified staff is evaluated pursuant to Section X: Evaluation Procedures, in the CBA between the district and the California School Employees Association

(CSEA). Newly-hired classified staff receives two performance evaluations during their first six months of employment, in the third and fifth months, and biennially thereafter. Supervisors conduct classified employee performance evaluations to identify progress and performance on their job duties and responsibilities, and acknowledge areas of satisfactory performance as well as areas for improvement and recommend appropriate training. Supervisors are responsible for establishing the performance standard that will be measured for each of the evaluation rating factors of classified staff members, including components which directly relate to departmental goals and institutional effectiveness. The evaluation includes rating factors such as quantity and quality of work, reliability, work attitude and interest, job knowledge, and initiative. ([III.A.44](#), [III.A.45](#))

Evaluations include an overall rating ranging from exceeds standards to unsatisfactory. An overall rating of unsatisfactory or needs improvement requires a follow-up review in no more than 90 days for permanent employees. An overall rating of needs improvement or unsatisfactory must be accompanied by a specific plan and/or training suggestions for improvement. Whether they agree or disagree with the evaluation, classified employees have the right to enter comments in the last section of the evaluation and/or attach any response to the evaluation. ([III.A.45](#), [III.A.98](#), [III.A.171](#))

The HR supervisor is informed of all evaluations when the overall ratings range from “needs improvement” or “unsatisfactory performance.” If necessary, the HR supervisor advises and assists managers, supervisors and the employee with their plans and goals for improvement. Supervisors and administrators monitor performance and collaboratively review submissions with HR. They also receive regular updates from HR regarding the status of performance reviews in their departments as well as reminders of submission dates for evaluations. ([III.A.172](#))

Administrators

Administrators are employed in accordance with Education Code Section 72411 and 72411.5. Each administrator serves at the discretion of the Board of Trustees upon the recommendation of the Superintendent/President. Administrative performance evaluation is a process whereby the effectiveness of the professional staff member is assessed in relation to the administrator’s job description, college and department goals, Board of Trustees expectations, employee competencies, Administrative Procedures, and normally assigned job-related responsibilities. ([III.A.42](#), [III.A.173](#), [III.A.174](#))

The evaluation is designed to recognize achievement as well as to assist an administrator’s self-improvement, growth, and increased effectiveness in the

performance of his/her duties. Administrators are evaluated biannually, with at least an annual review of established goals. The administrator evaluation considers competencies in such areas as:

- performance of responsibilities as defined in the job description;
- degree of success in completing management objectives, taking into consideration the degree of difficulty inherent in the objectives, current fiscal climate, and other conditions of the district;
- professional growth;
- extent to which the administrator's actions exemplify collaborative working relationships, supervisory skills and decision-making;
- participation in community organizations and in the committees of the college.

Superintendent/President

The Superintendent/President is evaluated by the Board of Trustees biannually, with at least an annual review of established goals. The evaluation process is developed jointly and agreed to by the Board of Trustees and the Superintendent/President. In accordance with Board Policy 2435, the Board of Trustees conducted an evaluation of the Superintendent/President in spring 2011. ([III.A.42](#), [III.A.142](#), [III.A.143](#), [III.A.173](#), [III.A.174](#), [III.A.175](#), [III.A.176](#))

SELF EVALUATION

Mt. San Jacinto College has clearly established evaluation procedures for all personnel, including the Superintendent/President, administrators, faculty, and classified staff.

Since the 2005 Self Study, the district, full-time and part-time faculty unions worked together to standardize the evaluation instruments for teaching faculty and non-teaching faculty. In early 2011, the district posted the updated evaluation instruments on the network drive making the documents easily accessible to all employees. ([III.A.43](#), [III.A.47](#), [III.A.48](#), [III.A.49](#), [III.A.50](#), [III.A.51](#), [III.A.52](#), [III.A.99](#))

Although the district has made progress towards evaluating all personnel systematically and at stated intervals, the implementation of evaluation processes is not consistent across employment categories. The faculty evaluation process is completed in a timely manner; however, some classified employee evaluations have not been conducted consistently and some have not been completed on time or in accordance with stated policies and procedures.

The administrator evaluation process is completed biannually and is in compliance with district policy. ([III.A.42](#), [III.A.173](#), [III.A.181](#))

As a result, a process is being developed to ensure timely receipt of evaluations for all employee groups. The process will include a regular review of evaluation reports to determine which evaluations are due and will be communicated to the appropriate supervisors. The supervisors are required to submit a completed evaluation by the established due date. Human Resources tracks receipt of completed evaluations and if the overall rating is “needs improvement” or “unsatisfactory,” the HR Supervisor assists the department with their improvement plans and goals, if requested. ([III.A.46](#), [III.A.172](#))

The district is committed to providing timely and effective performance feedback to employees, which is intended to encourage their improvement and, ultimately, improve the quality of the learning environment for the college’s students. The efforts made, and those continuing to be made, in this area are resulting in a more systematic approach by individuals responsible for evaluating others.

The college partially meets the standard.

PLANNING AGENDA

1. Complete development of a comprehensive tracking and notification process to ensure that evaluations are submitted in a timely manner for all Mt. San Jacinto College employees.
2. Develop an assessment process to provide for continuous improvement of the newly developed comprehensive tracking and notification system.

STANDARD III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Since the 2005 Self Study, Mt. San Jacinto College has made significant progress towards meeting this standard. In order to organize and analyze the process of creating, implementing, and assessing Student Learning Outcomes (SLOs), Mt. San Jacinto College directed resources to support an Assessment Coordinator. This has made significant improvement in completing SLOs with 76 percent of the college’s courses now modified to include the definition and measurement criteria. At the program level, SLOs and Administrative Unit Outcomes (AUOs) are now included in all Program Reviews. All faculty are expected to participate in the development of course, program, and degree

level SLOs. Faculty participation in the development and assessment of SLOs and evaluation of assessment results is incorporated into the performance evaluation process where leadership in producing student learning outcomes is discussed. ([III.A.53](#), [III.A.127](#), [III.A.132](#), [III.A.158](#))

Administrators are also responsible for incorporating effectiveness in producing SLOs into evaluations of personnel other than faculty who are responsible for student progress toward achieving stated student learning outcomes. All managers are responsible for AUOs to include a representative duty that identifies responsibility related to effectiveness in producing SLOs. This in turn will be integrated into the performance evaluation for management personnel.

The college has also made a commitment to offer professional development activities for faculty and classified staff on how to identify, collaborate, and measure SLOs and AUOs. The fall and spring @MSJC Technology Academy and @MSJC Teaching and Learning Academy offer SLO professional development training sessions open to all faculty, tutors, and others involved in the SLO process. The FLEX Committee supports this effort by approving FLEX credit to entice faculty to attend these educational and workshop sessions. At these Academies discussions on teaching methodologies and student learning are key topics every semester. Mt. San Jacinto is committed to maintain these sessions as a forum for open discussion and collaboration.

Significant progress has been made by the district over the last five years, with 76 percent of all courses having defined SLOs. The faculty has actively participated in the implementation of learning outcomes in their course curriculum. Instructors are using evaluation tools such as SLOs to monitor student success, and are changing teaching methodologies used in the classroom to enhance areas where students were lacking success based on SLO data. For example, Anthropology instructors have changed their teaching methodologies to include supplemental instruction and tutoring, based on SLO assessment. ([III.A.206](#))

SELF EVALUATION

Outcome-oriented objectives and SLOs have become established in the campus culture. This is demonstrated by the goals and objectives in institutional planning documents, such as the Strategic Plan and the Educational Master Plan as well as the implementation of SLOs throughout the college curriculum.

The evaluation of SLOs is being conducted collectively at the program and course level, with the assistance of the Associate Dean of Institutional Effectiveness, Planning and Grants, the Assessment Coordinator, Program Review Coordinator, Curriculum Coordinator, Assessment Council, Instructional Program Review Committee, and the Curriculum Committee. This combination

of support and oversight of the process ensures that SLOs are implemented at both the course and program levels.

Many of the goals and objectives in the Strategic and Educational Master Plans have been accomplished in large part because of the focused efforts by the faculty and classified staff members responsible for the achievement of those objectives. Since many of these achievements require continuous improvement and excellence in the criteria used to assess job performance, the evaluation process accounts for the effectiveness in producing those outcomes. Nonetheless, the revision of the evaluation form(s) to include a specific component for assessing that effectiveness has not yet been completed.

The college partially meets the standard.

PLANNING AGENDA

1. By fall 2012 complete the process of incorporating participation in the development, assessment and evaluation of SLOs into the faculty performance evaluation.
2. By fall 2012 develop a checklist for administrators performing faculty evaluations to serve as a guide for administrators conducting faculty evaluations to ensure the process is consistent across all locations and evaluators. The checklist will include development, assessment and utilization of SLOs as an indicator of faculty effectiveness.
3. By fall 2012 modify management position descriptions to include effectiveness in producing stated administrative unit outcomes that promote student learning outcomes as a representative duty. This will become a formal responsibility as part of the performance evaluation for management personnel.

STANDARD III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Even though the district does not have a formal written code of professional ethics for its personnel, the district has policies and procedures in place focused on ensuring that all staff conduct themselves professionally and with integrity. Executive leadership has the responsibility to set the standard for ethical behavior in all personnel.

Administrative Procedure 7360 outlines the specific unethical behavior and conduct for academic employees (Certificated teaching and non-teaching faculty) and Administrative Procedure 7365 outlines the specific unethical

behavior and conduct for classified employees. Both procedures explain what behavior and conduct would constitute violations and grounds for discipline or dismissal. All Board Policies and Administrative Procedures are available on the district website for both internal and external interested parties to view. Board Policies and Administrative Procedures are reviewed and updated on an annual basis as needed. The district is exploring options on how best to communicate the updated policies and procedures to all employees. ([III.A.56](#), [III.A.57](#))

These written policies provide standards for ethical conduct of district personnel and encourage employees to conform to ethical standards of conduct as stated in federal and state law and professional educational organizations. The policies also delineate processes for resolving internal disputes in a collegial and ethical manner. In addition, there is a statement of professional ethics in the college catalog which identifies faculty obligation to maintain the highest standards of ethical conduct.

The Board of Trustees sets standards for the conduct of its members through its Code of Ethics in Board Policy 2715. Additionally, the Board of Trustees prohibits divided loyalties (i.e., financial interest in contracts, holding incompatible offices) and requires the disclosure of certain economic interests as addressed in Board Policy 2710 Conflict of Interest, and the Administrative Procedure 2710 Conflict of Interest. These policies and procedures support the institutional Conflict of Interest Code required by California law. ([III.A.54](#), [III.A.58](#), [III.A.59](#), [III.A.60](#))

The Mt. San Jacinto College Board of Trustees has adopted a Board Policy on Code of Ethics; however, a specific Board Policy delineating professional ethics for all personnel has not been approved by the Board of Trustees. While the district does not have a formal written code of professional ethics for its personnel, Mt. San Jacinto College fosters ethical behavior in its employees by providing leadership and creating an institutional culture that values professionalism and ethical behavior.

The college partially meets this standard.

PLANNING AGENDA

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

STANDARD III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff

and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Mt. San Jacinto College employees are qualified by appropriate education, training, and experience to support the college's mission, programs, and services. The district currently employs a total of 1,043 employees consisting of 150 full-time faculty; 308 classified staff; 24 administrators; and 561 part-time faculty. As a comparison, in fall 2005, the district employed a total of 891 employees consisting of 104 full-time faculty; 304 classified staff; 24 administrators; and 459 part-time faculty. Each full-time faculty member and administrator is listed by name and title in the college catalog, and the degrees held by each individual is also verified and listed by the HR department. Some of the academic programs do not have full-time faculty representatives; in these circumstances, teaching responsibilities are entrusted to highly-qualified part-time faculty. ([III.A.164](#), [III.A.165](#))

Position announcements for faculty, classified staff, and administrators specifically state the basic function of the position and the representative duties, knowledge, abilities, education, and experience necessary to perform the job effectively. The HR department ensures that all applicants who are interviewed and eventually hired meet the minimum qualifications stated in the position announcement. ([III.A.29](#), [III.A.63](#), [III.A.65](#))

As of 2008, all divisions of the college, including operational and student services units, have completed Program Reviews. These reviews signaled a shift by the college to a more uniform and systematic process for developing division specific goals and identifying the resources including staffing needed to achieve those goals. The Program Review process was designed to involve all levels of the college to ensure the best thinking, buy-in, and understanding of the challenges ahead. This shift emphasizes consideration of immediate goals and long-term goals, and resource planning; it also links each division's goals to the mission and major initiatives of the college as delineated in the Strategic Plan. It is the tool that Mt. San Jacinto College departments use to evaluate how effectively the number and organization of the institution's personnel work to support its programs and services. ([III.A.127](#), [III.A.165](#), [III.A.177](#))

The early identification of resource needs supports integrated planning for management and allocation of existing resources and strategies for acquisition of additional resources. The Institutional Planning Committee (IPC) and Budget Committee are the major consultative bodies to recommend allocation of new resources to the Superintendent/President and Executive Cabinet. The Program Review process ensures that all recommendations are based on an explicit

understanding of how specific resource requests support strategic and efficient college planning efforts and priorities. ([III.A.133](#), [III.A.134](#), [III.A.156](#), [III.A.157](#))

In lieu of a Staffing Plan, the staffing needs for each program and service at the college are identified in each department's Program Review. Upon this annual review, staffing needs are also updated according to any progress made toward program goals. A program's Resource Allocation Proposal (RAP) for a new position is documented and presented to the division of the request's origin. Proposals are then forwarded to the IPC and Budget Committee, which use an ad-hoc task force with membership from both committees to rank and prioritize all of the requests it receives from the division. ([III.A.133](#), [III.A.134](#))

Recommendations for prioritization and funding are forwarded to the Superintendent/President and Executive Cabinet. The number of requests ultimately granted depends upon the number of requests the district is able to financially support.

New full-time faculty positions are reviewed and recommended through the Joint Hiring Committee (JHC). The committee chairs are the Academic Senate President (faculty chair) and the Vice President of Instruction (administrative chair). Each year the composition of the committee is reviewed. Currently, the membership includes, in addition to the two chairs, the Vice President of Student Services, all members of the Executive Academic Senate, and all deans of instruction. Each faculty department chair is given the opportunity to present his or her justification for additional staffing to the JHC. The JHC considers the information contained in the presentation, along with supporting information from the program and unit plans, Program Review documents, growth data, and other relevant data as available, in making the final recommendation for prioritization. Based upon this committee's recommendation, hiring priorities are set for the number of new full-time faculty positions to be filled and recommended to the Superintendent/President for approval. ([III.A.10](#))

SELF EVALUATION

The planning processes which include Program Review have increased the correlation between institutional planning and staffing decisions to provide an improved methodology for maintaining the appropriate level of faculty and staff required to preserve the depth, breadth, and responsiveness of the college's programs.

As the college grows and expands in the San Geronio Pass Campus, the Temecula Education Complex, and other service areas, adequate planning for full-time faculty, classified staff, and administration will be necessary. Thus, efforts to maintain high morale among employees and to uphold the college's success, ongoing Program Reviews, prioritization reporting, and effective

planning will help to anticipate and address the number of workload and workspace issues.

As faculty, classified staff, and administrative positions become vacant, departments continue to evaluate each position and its contribution to the college's effectiveness. In some cases, the college eliminates or combines positions. Because of current budget issues across the State of California, some faculty, classified staff, and administrative positions have remained unfilled. Nevertheless, Mt. San Jacinto College continues to be in compliance with the Full-Time Faculty Obligation requirement. ([III.A.147](#))

Mt. San Jacinto College has developed a planning model that utilizes a systematic process of data collection, analysis, and interpretation for the effective use of its resources. A component of which includes identifying staffing needs. However, the process used to prioritize newly funded full-time faculty positions is not currently well-defined and integrated in the district-wide planning process.

Although a process exists for prioritizing the hiring for full-time faculty positions that takes into consideration elements of Program Review and the college's institutional planning systems, the JHC has not established or recommended hiring priorities for full-time faculty positions for several years as a direct result of budget reduction strategies (hiring frosts) imposed by the district to conserve resources and other mechanisms that have affected the revenue received by the college from the state.

The college meets this standard.

PLANNING AGENDA

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

STANDARD III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Mt. San Jacinto develops personnel policies based first on legal requirements and secondly on Shared Governance management. Personnel policies and procedures are available on the district's website documenting all policies on the faculty accessible website and on a secured network drive. In addition, new

employees receive the sexual harassment policy and discrimination policy during new employee orientation. ([III.A.141](#), [III.A.146](#), [III.A.150](#))

STANDARD III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Mt. San Jacinto College has developed a schedule for comprehensive review of all Board Policies and Administrative Procedures to ensure fairness in all employment practices and this schedule is outlined in Standard IV.B. The district conducts an annual retreat where division leaders review and update Board Policies and Administrative Procedures specific to their area(s) of responsibility. Three annual retreats have been conducted since February 2009; as a result, 38 Board Policies and 74 Administrative Procedures have been updated and adopted. The district also subscribes to the California Community College League (CCLC) Policy and Procedure Service and has adopted the format of the CCLC. Mt. San Jacinto College Board Policies and Administrative Procedures are compliant with state and federal mandates, education code requirements, bargaining unit contract provisions, and support the needs of the institution. ([III.A.72](#), [III.A.73](#), [III.A.74](#))

Board Policies are developed as a collaborative effort by all constituencies. New and revised Board Policies are reviewed by Executive Cabinet and College Council and forwarded to the Board of Trustees for approval. New and revised Administrative Procedures are reviewed and approved by Executive Cabinet and do not require governing board approval. After approval, the policies and procedures are posted on the district's website. In addition, new employees receive copies of pertinent Board Policies in their new hire packets. ([III.A.68](#), [III.A.69](#), [III.A.158](#), [III.A.159](#))

Mt. San Jacinto College is committed to offering, promoting and communicating equal opportunity employment. To establish fair employment procedures, the district utilizes both online and face-to-face training venues in providing EEO and diversity training. The college subscribes to a consortium that provides training for managers on legal mandates related to employment. Every hiring committee member is required to participate in EEO and diversity training in advance of committee screening and interviews. ([III.A.88](#), [III.A.139](#), [III.A.180](#))

Administrator and faculty hiring committees include a non-voting district Equal Employment Opportunity (EEO) representative as a required committee member. The EEO representative's role in the recruitment process is to ensure that the hiring process is conducted fairly and consistently for each candidate. Currently, HR staff serve as the EEO Representatives on the hiring committees

and may halt the hiring process to prevent or reverse a potential breach of employment regulations. ([III.A.10](#), [III.A.166](#))

In March 2010, the district updated the Board Policy 3410 and Administrative Procedure 3410 for *Handling Complaints of Unlawful Discrimination*. The district monitors compliance with AB 1825 Sexual Harassment Training by providing and tracking sexual harassment prevention training for employees. The district has recently implemented an on-line safety and compliance training program to track employees' progress towards completing the required training. ([III.A.6](#), [III.A.92](#), [III.A.139](#))

SELF EVALUATION

The district's policies and procedures ensure fairness in all employment procedures. Mt. San Jacinto College is an Equal Opportunity Employer and continually updates policies to assure compliance with state, federal, education code and bargaining unit agreement provisions. The Board Policies and Administrative Procedures are reviewed and updated on an annual basis. Once updated policies and procedures are approved, a notice is sent to the originating department and the updated policies and procedures are posted to the Mt. San Jacinto College website. The district is exploring options on how best to communicate the updated policies and procedures to all employees.

To ensure that no adverse impact occurs in any hiring process or employment consideration, HR reviews the ethnic, gender, and disabled applicant demographics of applicant pools on an on-going basis. ([III.A.152](#), [III.A.153](#), [III.A.154](#), [III.A.155](#))

Human Resources places great emphasis on the district's compliance with personnel policies and procedures. Its hiring policies and procedures remain consistent, though each classification may have different requirements. The district's personnel policies and procedures are available on the college website. ([III.A.89](#), [III.A.146](#), [III.A.150](#))

The college meets the standard.

PLANNING AGENDA

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

STANDARD III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Human Resources classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations. Personnel files of college employees are securely maintained and locked in fireproof cabinets in the HR office. Human Resources makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his or her designated representative, the appropriate supervisor or administrator, and HR staff. These practices ensure that HR permits only appropriate individuals to review personnel files. These include the employee and his or her designated union or employee group representative; the direct supervisor and other administrators to which the employee reports; prior to transfer or promotion, potential supervisors to whom the employee may report; auditors who periodically and confidentially review the transcripts of faculty to ensure that the district employs only appropriately qualified faculty to teach; HR staff and any others whom are required by law or court order. ([III.A.78](#))

Human Resources makes reasonable provisions to accommodate requests by personnel to review personnel files while ensuring security and confidentiality of records. In order for an employee or other authorized personnel to view a personnel file, the requester must first contact HR staff to set up an appointment. HR ensures that the requester is an authorized person to review the file. The designated HR staff member acquires the file, is present while records are being reviewed, and re-files requested records to ensure that the files are kept orderly and accounted for at all times.

An employee's medical and worker's compensation files are kept separate from their personnel file and are not available to personnel outside of the HR department. Personnel files of sworn campus Police officers are kept separate from other employee personnel files. They are kept in a secure file cabinet in the Vice President of Human Resources. These files are locked at all times.

Personnel records maintained in the district's Galaxy system are secure. Only authorized employees have access to the system via login which prevents non-authorized employees from accessing these records. ([III.A.178](#))

Human Resources implemented a process for scanning all active and inactive personnel files into the district's secured Hershey/Singularity document imaging system. Once this process is complete HR will electronically store, manage, retrieve, and view personnel files and employment-related documents.

SELF EVALUATION

The district maintains personnel records in a secure location and provides access only to employees and appropriate individuals in accordance with law.

The college meets the standard.

PLANNING AGENDA

None

Standard III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Mt. San Jacinto College fosters an appreciation for diversity in many ways and levels. Diversity is a key element in the hiring process. In accordance with Title 5, each faculty and administrative candidate is asked to respond to an interview question expressing their support, commitment, and appreciation to diversity of community college students. In addition, the applicant is required to address their experience and training which demonstrates their sensitivity and understanding of diverse community college students in their application.

Mt San Jacinto College provides various student services that support the diverse student population. These services include, but are not limited to, the Disabled Students Programs and Services, the Career/Transfer Center, the Enrollment Services Office, Financial Aid, the Honors Enrichment Program, the Puente Project, and Veterans Services. Faculty is informed of these services through college sponsored professional development sessions, e-mail notifications, websites, and information printed in the college catalog. Each of these services has a dedicated website providing information and procedures for faculty, classified staff, administration, and students. ([III.A.165](#), [III.A.183](#), [III.A.184](#), [III.A.185](#), [III.A.186](#), [III.A.187](#), [III.A.188](#), [III.A.189](#))

Each service monitors the number of students served and specific issues within its program. They then use this data to improve procedures and services accordingly. A recent assessment of the Disabled Students Program and Services procedures prompted the program leaders, faculty, and the Academic Senate to collaborate to streamline the testing accommodation procedures for these students, the result of which is predicated to improved student equity and success. ([III.A.179](#))

Standard III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

The district demonstrates its commitment and understanding of and concern for issues of equity and diversity through the mission statement, Board Policies, and Administrative Procedures. Specifically, hiring policies, procedures, and practices reflect an on-going commitment to create and provide an environment in the district that acknowledges and respects issues of equity and diversity for its students, faculty, staff, and administrators. ([III.A.1](#), [III.A.8](#), [III.A.9](#), [III.A.10](#), [III.A.89](#), [III.A.96](#), [III.A.166](#))

Mt. San Jacinto College demonstrates its understanding and concern for issues of equity and diversity through its policies and practices. The college is committed to promoting diversity campus-wide through its student body as well as its employees.

The HR department monitors matters related to equity and diversity. Since 2000, staff diversity at the college has increased by eight percent. The most significant increase is due to the number of Hispanic and African Americans employed by the district. In addition, the percentage of females has increased to 56 percent as compared to 21 percent in 2000. ([III.A.79](#))

The college maintains a commitment to diversity through the recruitment and retention of employees who reflect the diversity of the communities throughout the district.

The Vice President of Business Services and Vice President of Human Resources reviews data reflecting employment equity and staff diversity through submission of federal and state required reports. Information regarding gender, ethnicity, classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data system. In addition, the Vice President of Human Resources submits an annual EEO Fund Expenditure Report to the California Community College Chancellor's Office which includes Mt. San Jacinto College's recruitment and hiring statistics for the year. ([III.A.144](#), [III.A.148](#))

Annually, the district receives State funding allocated specifically to support activities that promote diversity and equality. The college offers a variety of training, workshops, and professional and organizational development designed to support its diverse personnel. These offerings include many opportunities for personal enrichment and professional development, and a wide variety of conferences and retreats. ([III.A.139](#), [III.A.163](#))

The HR department oversees the activities of the Diversity Committee, which is a Shared Governance standing committee. The Diversity Committee is comprised of faculty, classified staff, administrators, students, community members, and community based organizations that are committed to raising awareness on issues related to diversity and equity. Some past campus cultural events hosted by the Diversity Committee include Black History Month, Women's History Month, Martin Luther King, Jr. celebration, and Religious Understanding Day. ([III.A.81](#), [III.A.82](#), [III.A.84](#), [III.A.85](#), [III.A.86](#), [III.A.87](#))

The college supports the Bias Education Assessment & Response program (BEAR) which investigates incidents of bias on, off campus, and surrounding areas. The BEAR program also facilitates trainings to other colleges and groups that are interested in establishing such programs. The college also supports an internship program called the San Diego/Imperial County Community College Association (SDICCCA). The SDICCCA provides opportunities for diverse students to gain experience working in an educational environment with students and faculty-mentors. ([III.A.80](#), [III.A.83](#))

The college complies with federal and state mandates, Board Policies, and Administrative Procedures which prohibit discrimination in programs and activities based on ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability. The HR department is designated to handle all matters as they relate to issues of discrimination or harassment and ensures that staff regularly receives workshops and trainings related to sexual harassment and discrimination prevention. ([III.A.5](#), [III.A.6](#), [III.A.70](#), [III.A.75](#), [III.A.92](#), [III.A.139](#), [III.A.191](#), [III.A.192](#), [III.A.193](#))

All district policies and procedures conform to not only state and federal laws regarding appropriate labor practices, but also district policies which implement Title 5 procedures (complaint procedures) and collective bargaining agreements that cover the equitable and consistent treatment of all employees. ([III.A.6](#), [III.A.70](#), [III.A.92](#), [III.A.98](#), [III.A.99](#), [III.A.100](#), [III.A.194](#))

SELF EVALUATION

In an effort to foster equal participation and to ensure a campus climate that welcomes and respects individual differences, the college is committed to supporting personnel by providing programs and services that promote an understanding of and sensitivity to diversity. Programs and activities support the understanding of equity and diversity and celebrate the contributions of diverse individuals and groups. Administrators, faculty and staff value the richness of a diverse campus community. The college will continue to hire faculty, classified

staff, and administrators who reflect the diversity of available candidates and the campus community.

The college's commitment to equity and diversity is evidenced in the Student Equity Plan in the numerous student clubs on campus that recognize diverse groups of individuals in the programs and events offered through the performing art departments, and in other special events and services offered throughout the district. ([III.A.135](#), [III.A.140](#), [III.A.190](#))

The college meets the standard.

PLANNING AGENDA

None.

Standard III.A.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The HR department oversees all employment practices that relate to staffing and employment throughout the district, including recruitment and hiring decisions, compliance with state and federal laws and adherence to Board Policies and Administrative Procedures. The HR department reviews job announcements, monitors recruitment process, provides EEO training to committee members, and investigates complaints related to hiring practices to ensure the equitable treatment of applicants. The HR department also monitors the applicant pools as an additional assurance that formerly underrepresented groups are being reached by recruiting efforts. ([III.A.152](#), [III.A.153](#), [III.A.154](#), [III.A.155](#))

Each district application packet includes a voluntary confidential data form allowing applicants to provide information related to ethnicity, gender, and veteran status. This information allows the district to determine the effectiveness of the college's record on equity and diversity. Human Resources utilizes varying recruitment sources to outreach to as many applicants as possible. The district's statistics on diversity are listed on the college website and in the HR Program Review. ([III.A.11](#), [III.A.26](#), [III.A.34](#), [III.A.97](#), [III.A.160](#), [III.A.164](#), [III.A.168](#))

Human Resources reviews, evaluates, and revises its selection committee training documents to ensure that applicants are treated equally and fairly throughout the hiring process. It also revises documents in accordance with changes in law and regulations, including the Fair Employment and Housing Act,

Title 5 of the California Code of Regulations, and the California Education Code. For example, HR revised its EEO and diversity training in 2008. ([III.A.22](#))

SELF EVALUATION

Mt. San Jacinto College continuously assesses its achievements in employment equity through internal updates during each recruitment process. Diversity and equity are emphasized in the hiring processes developed by Human Resources. The college continues efforts to attract and retain a diverse workforce moving towards a profile that is more reflective of the student and community demographics. The college and district annually review the IPEDS demographic data to assure employment practices are effective in building employment equity and diversity.

The college ensures that all legal regulations related to employment are followed in all aspects of hiring and continually reviews its recruiting practices to ensure equitable treatment of all candidates.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The district maintains integrity in the treatment of personnel and students by adherence to a number of regulatory policies and laws, including collective bargaining agreements; the State Education Code and Title 5; district personnel policies and practices; and federal, state, and local labor laws. Evidence includes: the Shared Governance model which ensures involvement of all constituent groups; the multitude of committees co-chaired by administration, faculty, and classified; the collective bargaining process that has been conducted with respect and integrity for the various groups; the due process that exists for all groups; and the fiscal responsibility both with governing board budget adoption and district budget practices. The governance council structure of the college serves to assure that students and staff have the opportunity for effective participation in decisions that affect them. ([III.A.105](#))

In addition, Mt. San Jacinto College has established procedures and guidelines to enable it to hire highly qualified individuals who will respond to the educational needs of students of diverse racial, ethnic, cultural, socio-economic

and educational backgrounds, sexual orientations, or disabilities. ([III.A.1](#), [III.A.8](#), [III.A.10](#), [III.A.89](#), [III.A.166](#))

Students with disabilities are provided services and accommodations through the Disabled Students Programs and Services department (DSPS). This department has appropriately trained faculty and classified staff who provide special counseling, services, and instructions for students with physical, learning, vision, hearing, communication, and psychological disabilities. The department acts as an advocate for students with disabilities and represents their interests on campus as well as with various state and local agencies, including the State Department of Rehabilitation. The DSPS staff works to remove barriers and facilitate the assimilation of disabled students into the general campus community. This support assures that all students are treated fairly and are given the opportunity to achieve their academic and career goals. ([III.A.195](#))

The elected student body officers represent the voice of students at all levels, including participation on district-wide committees. Integrity is evidenced by the district having a student representative on the Board of Trustees. Students are encouraged to serve on faculty and administrative hiring committees ([III.A.101](#), [III.A.102](#), [III.A.103](#), [III.A.105](#), [III.A.136](#), [III.A.151](#))

SELF EVALUATION

The district's employment policies and procedures adhere to federal, state, and local labor laws. Fair and equitable practices are in place to guarantee equality in hiring and in the daily operations of the district.

Administrators and managers are routinely trained on the policies and procedures for the fair and equitable treatment of staff. The district is a member of a management training consortium which provides continuing professional development workshops conducted by the law firm of Liebert Cassidy Whitmore. Additionally, all administrators and staff are required to attend workshops dealing with sexual harassment awareness/compliance and discrimination. The district actively manages all employee collective bargaining agreements and monitors compliance proactively. There have only been two contractual grievances filed in the past 3.5 years, both of which have been resolved.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

STANDARD III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

Mt San Jacinto College plans professional development activities to meet the needs of its personnel. The college has scheduled time specifically for faculty, classified staff, administrators, and students to participate in workshops, seminars, and training that enhance their employment responsibilities, enhance educational skills, and promote collaboration. On Tuesdays and Thursdays the college participates in College Hour devoted specifically to enhance learning, cultural, and social experiences that provide a sense of college community. Activities during College Hour are supported by the FLEX Committee as are numerous other activities identified on the Pre-Approved FLEX Activities list available on the FLEX Committee website. In addition, the college hosts two academies, the @MSJC Technology Academy and the @MSJC Teaching and Learning Academy in the fall and spring. These multi-day workshops provide training in technologies to enhance learning and operational functions, sessions on basic skills, discussions on teaching methodologies, and other relevant topics. ([III.A.114](#), [III.A.115](#), [III.A.119](#), [III.A.120](#), [III.A.121](#), [III.A.123](#), [III.A.124](#))

STANDARD III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The district allocates general fund resources for staff development. Individual departments are responsible for budgeting and distributing staff development funds to employees. Although recently professional development activities have been limited to critical and/or essential travel only due to the current state budget crisis, employees continue to attend discipline-specific conferences and workshops to enhance their knowledge and currency.

The district provides numerous staff development opportunities for all constituent groups such as faculty FLEX, faculty professional development academies, Classified Professional Development Day, management workshops and conferences, employee on-line training program, and salary advancement opportunities for faculty and classified staff. ([III.A.71](#), [III.A.88](#), [III.A.90](#), [III.A.106](#),

[III.A.107](#), [III.A.108](#), [III.A.109](#), [III.A.111](#), [III.A.113](#), [III.A.114](#), [III.A.115](#), [III.A.119](#), [III.A.120](#), [III.A.121](#), [III.A.123](#), [III.A.124](#))

The district has a 12 member FLEX Committee which is coordinated by two faculty members, one from San Jacinto Campus and one from Menifee Valley Campus. Each faculty coordinator receives reassigned time for the semester, equal to approximately 20 percent of a full-time faculty load. In addition, the district provides a stipend and/or extra duty pay to a part-time faculty to develop faculty training opportunities particularly in reference to the use of technology in instruction and Distance Education. ([III.A.121](#))

Through the faculty FLEX program, faculty is 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 part-time 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. ([III.A.112](#), [III.A.121](#))

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 college-wide groups that focus on staff development and instructional practices work independently and recommended that Mt. San Jacinto College should provide on-going, regular and specific training for faculty on issues related to basic skills. In order to support faculty training and development on teaching and learning topics, funding was earmarked from the Basic Skills Initiative, the Title V grant, Title V CCRAA STEM grant and FLEX. The @MSJC Technology Academy assists faculty in achieving the seamless integration of technology into the curriculum, while emphasizing quality teaching strategies that encourage student-centered learning. The @MSJC Teaching and Learning Academy provides all faculty and classified staff relevant teaching and learning pedagogies and methodologies that enhance the college's mission. ([III.A.115](#), [III.A.119](#), [III.A.120](#), [III.A.123](#), [III.A.124](#))

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 programs and also to collect suggestions for future offerings and improvements for future sessions. ([III.A.117](#), [III.A.118](#))

Classified staff has 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. ([III.A.106](#), [III.A.110](#))

In the absence of a centralized professional development program, the professional development needs for staff in specific programs and services at the college are identified in each department's Program Review. Upon this annual review, professional development needs are also updated according to any progress made toward program goals. Requests for professional development opportunities are forwarded to the area deans and vice presidents for consideration or dissemination to Human Resources, FLEX Committee, Academic or Classified Senates. Currently, the Staff Development Committee is inactive; however, plans to reactivate this group will occur in fall 2011. ([III.A.127](#))

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. ([III.A.88](#), [III.A.182](#))

The district implemented the Keenan SafeSchools online safety training program for all permanent district employees in 2010-2011. This program will help the district meet training requirements from both state and federal agencies. It also helps make our employees more safety conscious and aware. In addition to the required safety courses, the program also allows the district to provide online training to all staff on topics such as diversity, sexual harassment, and conflict management. The program has reporting capabilities allowing managers to track completion of training modules by employees. ([III.A.71](#), [III.A.122](#), [III.A.139](#))

Mt. San Jacinto College offers salary advancement opportunities for faculty and classified staff. The Salary Advancement Committee for faculty consist of four members, two association representatives and two district representatives, who review and recommend approval of all full-time faculty applications for salary advancement (usually course approvals), initial placement on the salary schedules, and sabbaticals. ([III.A.107](#), [III.A.113](#))

The Salary Advancement Committee for classified consists of four members, two association representatives and two district representatives, who review

and recommend approval of all classified staff applications for salary advancement. The units must be directly job related or part of an approved educational plan or certificate program. The classified staff has the ability to advance two steps for the first 12 semester units of college-level work completed and one step thereafter, for a maximum of four steps. ([III.A.108](#), [III.A.109](#), [III.A.111](#))

SELF EVALUATION

The district plans and demonstrates its commitment to the professional growth of its faculty, staff, and administrators by offering a wide range of training and professional development opportunities. All employees are encouraged to actively pursue professional growth opportunities.

In May 2010, the FLEX Committee distributed a survey to all full-time and part-time faculty to assess their overall satisfaction with the FLEX program. Results of the survey indicate that 67 percent of faculty is satisfied with the professional development opportunities provided by Mt. San Jacinto College and 17 percent indicated that they are very satisfied. In addition, 58 percent of those surveyed, indicated that Mt. San Jacinto College is providing enough professional development activities while 42 percent indicated that there are not enough professional development activities. ([III.A.121](#))

While the district provides many professional development opportunities for all employees, there is a need for a comprehensive district-wide professional development program.

Professional development programs are evaluated on a systematic basis, and employees play an important, direct role in the assessment process. A more systematic approach should be developed to analyze the information. The analysis of evaluations should be used to make improvements to existing offerings and to develop new activities. A survey of needs should be developed and conducted periodically to determine the needs for development for faculty and staff.

The college meets the standard.

PLANNING AGENDA

1. To further enhance the standard the district will design and implement a comprehensive district-wide professional development program, consolidating all campus professional development programs under one coordinating entity by 2013.
2. Reactivate the Staff Development Committee in fall 2011.

STANDARD III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Human resource planning is integrated with institutional planning through the Program Review process, in which programs identify their staffing and professional development needs according to program goals. Mt. San Jacinto College develops human resource planning through the district's collaborative Shared Governance structure and strategic planning process through the Budget Committee and the Institutional Planning Committee. ([III.A.67](#), [III.A.156](#), [III.A.128](#), [III.A.157](#), [III.A.127](#))

During the budget development process, program managers submit their classified personnel needs as part of their annual budget development. These needs are prioritized and evaluated through the Institutional Planning Committee (IPC) Prioritization Allocation Rubric (PAR) which is based upon planning elements and Program Review ([III.A.127](#), [III.A.133](#))

The processes for faculty personnel needs are handled through the joint hiring process. Each year the joint hiring process is started when the President/Superintendent and the Executive Cabinet determine the feasible number of new full-time hires that are to be made for the following year. This number of hires is based on analysis of the Faculty Obligation Number (FON), 50% law compliance, 75/25 compliance, the local budget, larger economic trends, anticipated FTES generation/funded growth, and overall projected enrollment growth.

The JHC is a committee composed of both administration and leadership of the Academic Senate. The Academic Senate President reconvenes the Joint Hiring Committee (JHC) in August or September. The committee chairs are the Academic Senate President (faculty chair) and the Vice President of Instruction (administrative chair). Each year the composition of the committee is reviewed. Currently, the membership includes, in addition to the two chairs, the Vice President of Student Service and all deans of instruction. ([III.A.62](#))

The JHC recommends the number of faculty for each campus/area of the college (San Jacinto, Menifee Valley, Counseling, Career and Technical Education). The ratio of new faculty positions between the San Jacinto Campus and Menifee Valley Campus is derived by comparing FTES by site. Other variables that can be included in determining positions include counselor to student ratio or state mandates.

The faculty and department chairs are notified about the deadlines for submitting a Proposal for New Fulltime Faculty Member and provided with the forms. Relevant data needed to complete the proposal form has traditionally been coordinated and distributed through the Office of Instruction, however much of this data is now openly available through Decision Support System (DSS).

The JHC site-level meetings are held in October or November. At these meetings all proposals are represented by the departments submitting a request for new faculty. The site committees review the proposals and vote to establish an area ranking of the proposals.

The full JHC is reconvened in November to review the site rankings and makes an overall ranking recommendation to the Superintendent/President. This recommendation is forwarded by December 1st. The Superintendent/President reviews the recommended rankings, and makes adjustments to the list, if necessary. He then presents his ranking to the Board of Trustees for approval at a regular meeting.

The JHC meets again in January or February to move forward with the approved BOT ranking and to review any “back-fill” positions that will be part of the hiring cycle. Typically, back-fill positions are approved to remain in the departments and programs in which they occur, however this review leaves open the possibility for recommending that a position is moved to another department or program.

The integrated planning establishes priorities in the form of annual institutional goals that are incorporated into decision-making and annual resource distribution. This is a cyclical process in which goals drive plans, plans drive allocations, and Program Reviews allow for identification of institutional improvements. ([III.A.133](#), [III.A.134](#))

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 strategic 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. ([III.A.67](#), [III.A.126](#), [III.A.131](#))

Mt. San Jacinto College has employed a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvement by the incorporation of AUOs and SLOs. 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. ([III.A.53](#), [III.A.129](#), [III.A.145](#), [III.A.158](#))

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

1. The annual development and evaluation of institutional, departmental, and program/services level goals;
2. the creation of an Educational Master Plan, Facilities Master Plan, and Strategic Plan;
3. full implementation of an integrated institutional planning, assessment, and budget allocation process;
4. implementation of institutional Program Reviews (Instructional Services, Student Services, and Administrative units);
5. the use of research and data analysis to drive decision-making practices, evaluation, and assessment of institutional effectiveness;
6. the institutionalization of a Shared Governance Institutional Planning Committee.

([III.A.67](#), [III.A.127](#), [III.A.133](#), [III.A.134](#), [III.A.156](#), [III.A.164](#), [III.A.177](#), [III.A.198](#), [III.A.199](#))

The institution has embraced a culture of evidence, measurement, and assessment. Full implementation of assessment and consistent internal reporting to constituent groups has provided greater and more efficient opportunities to evaluate the institution's overall effectiveness. ([III.A.53](#), [III.A.96](#), [III.A.158](#))

The budget priorities are 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 area's 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. ([III.A.133](#), [III.A.134](#))

The charges of the IPC and Budget Committee mandate review and improvement of the institution's business practices and planning resource allocation processes for maximum efficiency and effectiveness. It ensures that planning priorities, Program Review, and SLOs, and AUOs 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 weave technology planning with institutional planning. ([III.A.156](#), [III.A.157](#))

The Superintendent/President chairs the IPC with representatives from each college constituency group. The IPC acts as 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 IPC 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 that are connected to needs assessment and validated by research and evaluation. ([III.A.156](#), [III.A.159](#))

Program Reviews serve as the primary tools for assessing the effective use of human resources. Budget development serves as a platform to request classified personnel needs and the joint hiring process serves as the venue to request faculty needs. Quantitative data from the Research and Planning department assists in the timing of when these requests could be implemented and justified.

SELF EVALUATION

Staffing needs are integrated into planning and budgeting processes. Mt. San Jacinto College is in the early stages of developing a district-wide staffing plan to provide a systematic, data-driven decision-making processes. The staffing plan will integrate the human resources planning process and ensure that staffing levels are sufficient to meet the current needs and future goals. In the absence of the staffing plan, the district utilizes assessment data from annual and three-year Program Reviews to integrate human resources planning with district-wide institutional planning. ([III.A.127](#))

The HR Administrative Unit Program Review was implemented in spring 2008. By spring 2009 HR had completed its first cycle of Program Review. HR's established goals were reviewed by Executive Cabinet and integrated into the

Institutional Goals. These goals/objectives are: Staff Development, Diversity, HR Program Review, Improve Administrative Processes, Implement Technology Initiatives, and a Classification/Compensation Study. ([III.A.160](#))

Both strengths and areas of improvement were identified. Strengths include: contract management and labor relations, assistance with personnel issues, comprehensive employee resources and referrals, recruitments and retention, benefits administration, compliance with laws and mandates, and diversity enhancement. Areas of improvement include: HR staffing, district-wide staff development, EEO plan, on-line applicant tracking system, customer services, and classification and compensation. Data collection was standardized beginning 2008-2009 with the assistance of the Associate Dean of Research and Planning. ([III.A.160](#), [III.A.164](#))

The services and functions of HR were identified and data for these services/functions were utilized in the Program Review. With the assistance of the Program Review cycles, this task is being accomplished to analyze and determine the effectiveness of the HR department.

In fall 2009, the HR department developed a district-wide survey of their services and the results were tallied and disseminated college-wide in spring 2010. The categories surveyed included: Customer Service, Recruitment and Hiring, Benefits, Evaluation, Safety and Security, and Employee Relations. The results of the survey identified both strengths and perceived issues within HR department and allowed the department to address these issues. One area that needed focused attention was answering and returning phone calls promptly. To address this concern, the HR department standardized its voice mail greeting to inform customers that their call will be returned within 24 hours. Additionally, there is a focused effort by the staff to assist each other in answering the phone calls. ([III.A.137](#), [III.A.138](#))

Human Resources hosted the college's first departmental open house (meet and greet) in May 2011. The purpose of this event was to improve employee relations, inform employees of services provided and develop rapport with employees. It is important to note that the district has incorporated the strategy of hosting division and department-based open houses each year to facilitate pride and communication in the Strategic Plan. ([III.A.200](#), [III.A.201](#), [III.A.204](#))

Annually, HR staff meets to update goals and document accomplishments for each fiscal year. During its planning retreat in July 2010, HR utilized the results of the HR survey in developing departmental goals for 2010-2012. In addition, in July 2010 HR's mission statement was revised. The HR staff met in April 2011 to review and update departmental goals for 2011-2014, which are aligned with the institutional goals. A HR planning retreat is scheduled in early August 2011

to update the HR Program Review for 2011-2014 cycle and document accomplishments for 2010-2011. ([III.A.162](#), [III.A.202](#), [III.A.203](#), [III.A.204](#), [III.A.205](#))

The college partially meets this standard.

PLANNING AGENDA

1. By 2012, the district will develop a district-wide staffing plan to support the personnel needs of the district. In the future as resources become more available and are allocated, the effective assessment of personnel allocation will be at the forefront as the Budget Committee and Institutional Planning Committee will become more involved in capturing this data on past and future allocations.
2. Develop a process to determine faculty hiring priorities that is data driven linked to institutional planning and Program Review.
3. Using the new process, create a prioritized faculty hire list annually.

Standard III.A References

- III.A.1 [Classified Hiring Procedures](#)
- III.A.2 [Equivalency Policy - Academic](#)
- III.A.3 [Minimum Qualifications Handbook 2010-2012](#)
- III.A.4 [Administrative Recruitment Process](#)
- III.A.5 [AP 3420 - Equal Employment Opportunity](#)
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STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

STANDARD III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The San Jacinto Campus, Menifee Valley Campus, San Geronio Pass Campus, and the Temecula Education Complex represent the unique learning sites that comprise Mt. San Jacinto College's single college district. Each learning site hosts a variety of physical resources that support student learning programs and services. In total, there are 78 structures at the four learning sites which include 31 buildings at the San Jacinto Campus, 41 buildings at the Menifee Valley Campus, and six buildings at the San Geronio Pass Campus. The college leases the building space at the Temecula Education Complex.

The San Jacinto Campus is centrally located on State Highway 79 in the northern end of the San Jacinto Valley and serves residents of the eastern portion of the college district. For over 30 years, the San Jacinto Campus was the only campus in the district. It started with two buildings but has gone through major development changes since the 1990s. Much of the construction of new facilities has taken place at the other learning sites; however, to address the need for additional academic space, the college has expanded physical resources at this site to include additional modular classrooms and office spaces. As of 2011, the San Jacinto Campus serves over 8,500 students per semester.

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. The Menifee Valley Campus is located approximately 25 miles to the southwest, strategically located to serve the growing communities along the Interstate 215/Interstate 15 corridors. The Menifee Valley Campus serves more than 11,000 students per semester. Over the last several years, the campus has seen the construction of several new buildings and academic spaces, including a Learning Resource Center that houses the library, the Learning Center, tutorial services, the Math Center, the Writing Center, and testing areas. In spring 2008 the Technology Building opened, offering courses including, but not limited, to Multimedia, Digital Art, Photography, Computer Science, and Computer Applications. In spring 2011, the college broke ground on a new Classroom I building. This building is 31,700 outside gross square foot (22,200 assignable square feet) and will house Humanities disciplines. The campus has also added several modular buildings to increase classroom, laboratory, and faculty office spaces. Parking has also been increased to account for the additional physical resources.

In February 2008, the district opened the San Geronimo Pass Service Center in the city of Banning. For two years, the center offered registration, enrollment, assessment, and counseling to students in the Pass area. Classes, however, were not available at the center. Realizing the need to accommodate rapidly increasing demands for higher education in the area, the district acquired a 50 acre site on the south side of Interstate 10 to host not only a new Service Center but complete campus facilities. The first phase of development at the new property included modular buildings housing six classrooms, counseling, enrollment, and administrative offices. In November 2010, the San Geronimo Pass Campus moved 1.5 miles southwest from its previous location on Ramsey Street to the new Westward Avenue site. In January 2011, the new campus began hosting classes. The San Geronimo Pass Campus now offers day, evening, and weekend classes. For the first semester, a total of 40 classes were available. The campus offers students the opportunity to complete General Education requirements, complete a pattern of courses in order to transfer to four-year universities, and work on Career and Technical Education (CTE) certificates and degrees, such as Administration of Justice and Child Development. The new campus is located at 3144 West Westward Avenue, Banning. Hours for enrollment and counseling services are 8:30 a.m. to 5 p.m. Monday through Thursday. ([III.B.13](#), [III.B.14](#), [III.B.15](#), [III.B.52](#))

The Mt. San Jacinto College Temecula Education Complex is a 28,000-square-foot educational facility that is currently leased by the district. Located in the corporate center of Temecula, off the 15 freeway, it is a convenient location for residents of the southwest corridor to access day and evening college classes and services. The Temecula Education Complex opened in April 2008 and has

seen tremendous growth in the last three years. The complex features easy access to a full schedule of General Education classes designed for completion of an AA, AS or as a base for transfer to a four-year college or university. The Temecula Education Complex offers a variety of career and technical programs that allow students to complete, in a relatively short period of time, Certificates of Achievement in high demand employment sectors. Certificate programs offered include Administration of Justice, Hospitality and Resort Management, Legal Assisting, Water Technology, Real Estate Appraisal and Real Estate Licensing, Records Management, and Computer Applications certifications. Short-term seminars are offered in specialty subjects for business owners to enhance their expertise. Additional programs are reviewed for inclusion at the Temecula Education Complex annually. A full array of student services are available at the complex including tutoring, supplemental instruction in some subject areas, electronic access to the Mt. San Jacinto College library, services for students with disabilities, enrollment assistance, assessment, and educational counseling. A student lounge and study areas with internet access are available on a limited basis.

Per Administrative Procedure 6600, the district incorporates the needs identified in the Educational Master Plan regarding the district's future academic and student services programs and the effects of such programs on construction needs. The Vice President of Business Services is responsible for reporting the Five Year Construction Plan annually to the Board of Trustees and to the California Community College Chancellor's Office. The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual and includes statements regarding educational plans, energy conservation plans, disabled persons barrier removal plans, all program delivery locations, locations of other owned lands, district-wide priority lists, district-wide capacity and load ratios and all supporting detail required by the California Community College Chancellor's Office. The Board of Trustees reviews and adopts the Five Year Construction Plan prior to submission. ([III.B.9](#), [III.B.13](#))

Over the last 18 months, the district has worked to complete a Facilities Master Plan, which is in its final iterations and scheduled for the Board of Trustees to receive the plan in fall 2011. The Facilities Master Plan is based on the 2008 Educational Master Plan and the 2012-2016 Five Year Construction Plan. The Facilities Master Plan outlines the physical resource needs that are driven by the demand for learning opportunities highlighted within the Educational Master Plan. Specifically, the institution will use the Facilities Master Plan to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities. ([III.B.8](#), [III.B.14](#), [III.B.50](#), [III.B.51](#))

Prior to the Facilities Master Plan, the district used several different resources to determine the sufficiency in physical resources, including FUSION, the Five Year Construction Plan, and Space and Capacity Load Ratios. FUSION is a database for community colleges that allows the district to update and track space inventory reports and Space Load Ratios. The Space and Capacity/Load Ratio report identifies current classroom space, laboratory and office space, and projects future instructional space based on enrollment growth trends. The reports within FUSION are used to develop the district's Five Year Construction Plan that is submitted annually to the California Community College Chancellor's Office. When developing the Five Year Construction Plan, the Educational Master Plan and departmental Program Reviews are evaluated to determine and identify the district's greatest facilities needs. Each department, unit, and division is required to complete an Annual Program Assessment and every three years a comprehensive Program Review. Through Program Review, departments, units, and divisions address facilities requirements based on academic or programmatic needs. ([III.B.5](#), [III.B.42](#), [III.B.43](#))

Safety and accessibility of facilities is a consistent priority district-wide and is supported by various departments and units. All facilities, excluding the Temecula Education Complex which is leased, are owned and maintained by the district and evaluated by a number of processes against the California Building Code, Uniform Electric Code, International Fire Code, and other applicable codes. In addition, the district's Board Policies and Administrative Procedures provide for directives on district safety requirements and regulations. The Facilities department also conducts weekly Tailgate meetings to update staff and report any on safety issues. ([III.B.60](#), [III.B.61](#))

To oversee and promote safety throughout the college, a cross-sectional Shared Governance committee made up of representation from the various constituent groups as well as administrative units meets frequently. The Safety Committee works to ensure that local, state and federal laws, and regulations, as they pertain to facilities and their occupants, are satisfied. The committee also conducts periodic inspections of facilities and work sites. As appropriate, the Safety Committee offers safety training opportunities for all college employees. A website outlining safety information contacts, fact sheets, FAQs, report logs, documents, and other safety program information is maintained and updated. ([III.B.4](#), [III.B.10](#), [III.B.18](#), [III.B.20](#), [III.B.54](#), [III.B.58](#), [III.B.59](#))

In support of campus safety and security for district property, Keenan & Associates prepared a Physical Security Assessment Report for the district in September 2009. The purpose of this assessment was to identify potential security deficiencies or shortfalls that could lead to property loss, property damage, or personal injury. Keenan's assessment included reviewing policies

and procedures pertaining to theft, vandalism, security, and emergency management. Examples of security issues assessed during the site inspection were detection measures, alarm systems, video surveillance, security patrol, visibility, area lighting, and parking. One of the recommendations from the report was to install integrated video surveillance systems throughout the district. ([III.B.59](#), [III.B.62](#))

As part of phase one of a multi-phase project, Siemens Industry Inc. submitted a proposal to furnish and install equipment, mount and focus cameras, install software programs, test, and conduct end user training. The focus of the project is to deploy an IP based system in the bookstores, cafeterias, cashier offices, and high traffic areas on all four campus sites (San Jacinto, Menifee, Temecula and San Gorgonio). As a result of the security cameras, Administrative Procedure 6521—Security Monitoring and Recording was developed to outline the procedures of the security system. All students, employees, and visitors to the campus are subject to video monitoring and recording at all times while on Mt. San Jacinto College properties. Cameras are not a guarantee of safety, but are a tool used to assist campus Police. ([III.B.23](#), [III.B.24](#), [III.B.64](#))

The district takes additional measures to ensure safety of its facilities and off-campus sites, which includes a key control policy. The Facilities department currently has an Administrative Procedure 6701 – Key Control that serves as the district policy for issuing keys. The Authority for Keys—Administrative Procedure is to issue keys for its facilities only to authorized district faculty, classified staff, and administrators based on a rationale of need and not solely as a matter of convenience. The need for keys must be balanced by an equally critical concern for the security and integrity of the facilities and their contents. ([III.B.21](#), [III.B.25](#), [III.B.65](#))

Whenever possible, individual door keys (change keys) are issued. Grand Master or Building Master keys are not issued with the exception of selected administrators and other individuals who have demonstrated a justifiable need for these keys. Individuals are limited to one key per room or area. The exchanging or lending of keys between individuals is prohibited. A completed key authorization form, signed and approved as required, along with all required justifications must be submitted to Facilities.

Lost or stolen keys must be reported to Facilities immediately upon discovery of the loss or theft. A statement of how the keys were lost must be completed on the Lost or Stolen Key form and forwarded to the Mt. San Jacinto College Police department for investigation. Individuals who are issued district keys are responsible for their safekeeping. Replacement keys are issued only after submission of a new, completed Key Request Form to Facilities and after

payment of lost or stolen key fees by the individual responsible for the safekeeping of the keys. Should re-keying of rooms or areas be necessary due to the lost or stolen key(s), the cost for such re-keying must be paid by the requesting department. Charges for lost or stolen keys are set by Facilities and approved by the Vice President of Business Services. Charges are reviewed annually for adequacy and adjusted as deemed necessary.

Safety assessments and evaluations are also being determined through various third party entities. The district contracts with external vendors to conduct periodic inspections that include elevators, fire extinguishers, fire sprinklers, fire alarm systems, fume hood inspections for laboratories, backflow for domestic water systems, HVAC filters (indoor air quality), AQMD reports, EPA reports, and ground safety inspections. Mt. San Jacinto College is also a member of Statewide Association of Community Colleges (SWACC). Keenan & Associates manages this program and provides premises inspections to identify liability hazards and property protection issues. Other membership benefits include training programs, online resources, and best practice solutions. ([III.B.62](#))

Property and liability inspections and loss control services are conducted by Keenan & Associates biennially. The last inspection, conducted in October 2009, consisted of a review of the following programs: security; emergency preparedness; fire prevention; playground safety; pest management; chemical safety; forklift/utility cart procedures; asbestos operations and maintenance; and self-inspection program. Physical inspections were also conducted throughout the district. The goal of Keenan's loss control services is to promote safety awareness, assist in the identification of conditions which may pose a risk of injury, and to provide recommendations and suggestions to help mitigate the risk identified. The Vice President of Business Services, in conjunction with the Director of Maintenance and Operations and the Safety Committee are responsible for ensuring that any deficiencies reported by Keenan & Associates are corrected. ([III.B.3](#))

In spring 2010, the district completed a Haz-Mat and Inventory of Potential Hazard Materials. The district has completed a Haz-Mat compliance report which included updating of the inventory of potentially hazardous materials on campus and ensuring employee training in these areas. The County of Riverside Community Health Agency, Department of Environmental Hazardous Management conducts on-site inspections every two years. In addition to these inspections, the college undergoes monthly fire alarm testing, monthly elevator inspections, annual fire extinguisher inspections and testing, and internal annual Haz-Mat/Chemical Sweeps. ([III.B.19](#), [III.B.26](#), [III.B.49](#), [III.B.63](#))

Just as the district determines the sufficiency of its facilities; it also employs similar processes to assure the safety and sufficiency of its equipment. In line with the district's institutional goal to improve campus safety and security to support learning, the college utilizes several methods of securing district property. The evaluation and replacement of district equipment is assessed at the program and departmental levels. Requests are processed via the Annual Program Assessment and Resource Allocation Proposals (RAPs). ([III.B.6](#), [III.B.21](#), [III.B.22](#))

To secure technology property the college utilizes the following methods:

- Mt. San Jacinto College holds 300 licenses of CompuTrace. This is a Geo tracking system for stolen computers. The software is embedded into the computer operating system. If a stolen computer is subsequently logged into the Internet, this software sends a message to the security center advising location of the stolen computer. The college has deployed these licenses strategically to portable laptop devices, computers in vulnerable and high traffic areas, and to high dollar computing equipment. ([III.B.29](#))
- All computers are affixed with a label advising "Mt. San Jacinto College Computers Are Equipped with Anti-Theft Tracking Software" and a randomly generated ID number, as a deterrent. ([III.B.30](#))
- STOP Security Gel Plates are used for equipment that does not have an operating system, e.g. projectors or televisions. The plates affix to the equipment, are very hard to remove, and if removed leave a permanent marking on the equipment identifying it as stolen equipment. The serial number of the equipment, or STOP plate ID number, is matched to the component in a web-based database. This essentially renders the equipment invaluable as it cannot be sold, pawned, or remarketed. ([III.B.56](#))
- Mt. San Jacinto College deters equipment theft by cabling equipment to an available permanent infrastructure within proximity of the equipment.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The Associate Dean of Information Technology engages in regular reporting regarding technology initiatives to the Information, Communications, and Technology Committee (ICTC). Each year, the Dean of Information Technology

reports what Resource Allocation Proposals (RAPs) are going to be submitted regarding technology needs. This reporting is done during the budget development cycle each spring. ([III.B.55](#))

In 2007-2008 the department implemented the desktop technology lease program, fundamentally changing the district approach to recapitalization and replacement of computer equipment. ([III.B.27](#), [III.B.28](#))

SELF EVALUATION

Mt. San Jacinto College has the necessary elements in place to ensure the safety and sufficiency of its physical resources. Continued commitment to building quality facilities, flexibility in building design, and a commitment to collaborative decision-making will minimize the effects of varying growth, changes in program needs, and unpredictable construction costs.

The district has developed the necessary policies, processes, and safeguards to ensure that all new and modernized facilities are effectively utilized and provide exceptional quality learning environments. ([III.B.60](#), [III.B.61](#))

The college meets the standard.

PLANNING AGENDA

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

STANDARD III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

The Educational Master Plan is one component in Mt. San Jacinto College's broad-based planning effort to ensure that the institution plans, builds, maintains, upgrades, and replaces its physical resources in a manner that assures effective utilization and quality to support programs and services. The Educational Master Plan broadly identifies the needs of the institution's programs and services through 2020 and facilitated the development of the district's Facilities Master Plan. Based on growth projections, the plan also includes space needs and qualifications projections for the district for each space category, academic discipline, and TOP Code.

Although currently in draft format and formally presented to the Board of Trustees during a work session in June 2011, the Facilities Master Plan is slated to be formally received by the Board of Trustees in fall 2011. The Facilities Master Plan was an 18-month project and utilized the educational needs (Academic and Student Support) identified within the Educational Master Plan, previous environmental impact reports, facility assessment reports, district space inventory, Five Year Construction Plan, and other relative information to design a plan that ensured district-wide input from each constituent group. The Facilities Master Plan accomplished the following objectives:

- provide for quality facilities to accommodate projected growth and demand for increased programs and services;
- develop a full complement of campus facilities associated with a mature community college;
- create campuses that strongly support student learning and contribute to a high standard of student life;
- create campuses and facilities that promote increased student-faculty interaction and interdisciplinary and collaborative learning;
- create safe and healthy environments for all users of district facilities and grounds.

[\(III.B.32\)](#)

In lieu of the formally adopted Facilities Master Plan, the college has used FUSION to project future growth and determine Capacity Load ratios to guide physical resource planning. Additionally, the Space Inventory Report assists the district in making informed decisions to meet program and service needs when planning its buildings. [\(III.B.5\)](#)

Annually the college submits the Five Year Construction Plan to the California Community College Chancellor's Office. The Five Year Construction Plan is an annual summary of current and proposed capital outlay projects. The college's Five Year Construction Plan also illustrates the efficiency in using existing facilities at all four learning sites and supports requests for additional capital outlay projects. [\(III.B.46\)](#)

All project planning efforts begin with the development of a multi-disciplinary team. Representatives from each academic or administrative discipline that will occupy the facility meet together with in-house experts and external consultants. As stated in Standard III.B.1., the district has increased the number of modular classrooms to keep up with the demand of enrollment. Due to the district's inability to pass a general obligation bond and the minimal funding

available from the state for approved Final Project Proposals (FPP), modular classrooms have been added in lieu of permanent buildings. As part of the college's ongoing integrated planning cycle through various committee structures, the FPP process includes input from faculty, classified staff, and administrators when planning a building.

Program Review provides departments the opportunity to identify equipment needs, corresponding maintenance requirements, and improvements. Faculty and classified staff generate Resource Allocation Proposals (RAPs) each year outlining the needs identified within their specific departmental Program Review and Annual Program Assessment. The RAPs are one of the primary tools used by the district to distinguish the needs of programs and services when planning buildings, maintenance, upgrades, or necessary replacements. They are scored and prioritized based on the district's Prioritization Allocation Rubric (PAR) that ranks resource requests based on the proposals integration and interconnectedness to the college's Educational Master Plan, institutional goals, Program Review, and assessments. ([III.B.16](#), [III.B.38](#), [III.B.48](#))

The district's resource allocation process is also used to ensure that program and service needs determine equipment replacement and maintenance. All purchases and maintenance of any software or hardware is coordinated by the Information Technology and Instructional Technology Services departments. ([III.B.31](#))

In the event of emergency replacement of equipment, critical requests are not processed through the resource allocation process; rather, the replacements are requested through the area vice presidents and forwarded to Executive Cabinet for action. Executive Cabinet takes great care in these circumstances to evaluate the need of replacement in these instances. In Administrative Procedure 6315 an Emergency Procurement is defined as "[a] sudden, unforeseen event that disrupts a critical daily operation and/or an unplanned condition that could pose a risk to the health, welfare, or safety of the staff, students, or district property." ([III.B.41](#))

The district relies primarily on the Annual Program Assessments, Program Review, and Unit and Division Plans completed by each area to evaluate and assess how effectively facilities and equipment meet the needs of programs and services. This integrated planning approach allows the district to plan and allocate resources for capital improvement, scheduled maintenance, and routine operations.

The institution also evaluates the effectiveness of its physical resources by utilizing the Space Inventory Report. Efficiencies are established by the capacity to load ratio (capacity is defined as the capability a facility has to generate

contact hours, and load is defined as the current or projected enrollment level). The district's efficiency is established by a capacity load ratio. FUSION provides the institution with a report showing the efficiency percentage for each building. Currently, Mt. San Jacinto College ranks in the high 80th percentile for the use of its facilities.

The Facilities department uses a Computerized Maintenance Management System (CMMS) to create and track work orders. The reports from this program provide the evidence of the district's preventive and scheduled maintenance. This online work order system provides all employees with a means for reporting facility and equipment issues, especially those pertaining to health and safety. The Facilities department assigns work orders to the appropriate staff daily. Indirect evidence of effectiveness comes in the form of work orders for facility repairs, requests for equipment, and periodic surveys. ([III.B.12](#), [III.B.16](#))

SELF EVALUATION

Mt. San Jacinto College has developed appropriate policies, processes, and practices to ensure that all new and modernized facilities are effectively utilized and provide exceptional quality learning environments. The college's physical resource planning has been formalized through the development of the Facilities Master Plan, which links institutional goals and priorities established in the Educational Master Plan with facilities development and modernization projects.

Facilities and equipment replacement and maintenance are also closely aligned with program and service needs as identified through Program Review, Annual Program Assessments, and Unit and Division Plans. Resource allocations for equipment are based on identified needs established in the various planning documents utilized by the college. These same processes are used annually to assess and evaluate the effectiveness of the district's physical resources. ([III.B.8](#), [III.B.32](#), [III.B.31](#), [III.B.50](#), [III.B.51](#))

The college works collegially with faculty, classified staff, and administration in the facilities planning processes. For all construction projects, the district ensures that the external architectural and engineering firms collaborate closely with faculty, classified staff, and administrators to determine programmatic and service needs of a particular project. As an example, in spring 2011, the district developed a FPP for a Math and Science classroom building on the Menifee Valley Campus. The external architectural and engineering firm worked with an internal team of faculty, classified staff, and administration. The project team works collaboratively to develop both the IPP and FPP for the project. The FPP is

also included in the district's Five Year Construction Plan that is submitted to the California Community College Chancellor's Office annually. ([III.B.33](#), [III.B.57](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.B.1.b.

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Facilities are maintained, constructed, or renovated according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Access to the college's facilities is also facilitated by sufficient parking and directory signage. Assuring access is a high priority for the institution as demonstrated by the college's Strategic Plan, institutional priorities and the Facilities department goal of improving campus signage. ([III.B.45](#))

The college conducts annual property liability inspections and workplace and online safety training for its employees to guarantee that facilities are maintained at a standard level of safety and accessibility. The inspections are contracted through the Statewide Association of Community Colleges (SWACC) and a third party administrator, Keenan & Associates. ([III.B.7](#), [III.B.39](#), [III.B.62](#))

The Mt. San Jacinto College Maintenance and Operations department utilizes a web-based maintenance management software package to track equipment, building, and facility maintenance requests, preventative maintenance, asset management, inventory tracking, purchasing, scheduling, and service requests. The CMMS allows staff and faculty to create work orders for maintenance and facilities services at all learning sites, including off-site facilities. ([III.B.12](#))

The use of Program Reviews and Annual Program Assessments help to ensure that sufficient controls of off-site facilities are identified, met, and maintained. To maintain a clean and healthful learning and working environment, the college currently utilizes a third party custodial company for each of its off-site locations.

Great value is placed on maintaining a safe and healthful working and learning environment at Mt. San Jacinto College. The college's Safety Committee is responsible for overseeing and promoting safety throughout the college in

accordance to local, state, and federal laws and regulations and is responsible for conducting periodic inspections. The Safety Committee, a Shared Governance committee, is comprised of the Chief of Police, faculty, classified staff, administration, the district's Risk Manager, and a Safety Consultant. The Safety Committee has a website that features safety information including, contacts, fact sheets, FAQs links, report logs, training and events, safety programs, and safety documents (safety reports). ([III.B.4](#), [III.B.11](#), [III.B.18](#))

A P.O.S.T Certified Police department with both sworn and non-sworn personnel is also located on each of the main sites to ensure the safety of the college's students, staff, and campus visitors. Although not stationed at the off-site locations, the college's Police department staff responds to all service and safety requests for all four learning sites.

SELF EVALUATION

Mt. San Jacinto College's physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment at all locations where it offers courses, programs, and services. The district adheres to all applicable local, state and federal laws, and regulations ensuring a standard level of safety and accessibility for faculty, classified staff, administrators, students, and the general public.

Faculty and classified staff are encouraged to take an active role in the maintenance and safety of the college's facilities both on- and off-site through the Safety Committee. Additionally, through the CMMS, faculty and classified staff have the ability to create work orders for identified building, equipment, and facilities maintenance requests.

As the college has expanded to two additional off-site locations in the last three years, safety and maintenance has become a growing priority. Currently the district does not have formal Administrative Procedures documenting safety inspection for on-site or off-site campus facilities.

The college meets the standard.

PLANNING AGENDA

1. Develop Administrative Procedures for *On-Site and Off-Site Safety Inspections*.
2. In conjunction with the off-site property management firms, create off-site inspection protocols.

STANDARD III.B.2.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

STANDARD III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

As a district, the feasibility and effectiveness of physical resources in supporting institutional programs and services are planned and evaluated on an annual basis. Specifically, the institution uses its FUSION database to update and track Space Inventory Reports and Space Load Ratios. FUSION provides the district the means in which to identify classroom, laboratory, and office space and make projections about the types of instructional spaces that will be required in future years based on anticipated enrollment growth for all of the learning sites and programs per the Educational Master Plan. ([III.B.5](#), [III.B.13](#))

The Space Load Ratios and Space Inventory Reports enable the district to re-evaluate and re-purpose space for increased efficiencies. The various reporting mechanisms inform the Five Year Construction Plan which is reviewed by College Council and forwarded for approval by the Board of Trustees. ([III.B.46](#))

In 2009, the district completed an internal audit of facilities conditions, Deferred Maintenance and Capital Renewal Report. Later that same year, a formalized Facilities Condition Assessment was completed. The Facilities Condition Assessment conducted a detailed assessment of 42 building type assets and 30 non-building type assets for Mt. San Jacinto College. This report determined the overall existing condition of the assets, recognized and prioritized the buildings systems, and identified necessary requirements. The Facilities Condition Assessment also included recommendations for areas of improvement related to facilities and equipment. ([III.B.2](#), [III.B.47](#))

As funding becomes available, the district makes improvements to facilities and equipment based on the report findings. Mt. San Jacinto College is one of only a handful of districts throughout the state that does not have a general obligation bond to support and facilitate capital construction projects and improvements. As such, the district relies on the general fund to support the vast majority of facility improvements.

As part of the college's Program Review and Annual Program Assessments, individual facilities are evaluated annually at the academic department and

operational unit levels. Through these processes, all departments have an opportunity to request additional facility space, to request alterations and improvements to existing spaces, and to request equipment based on identified data-driven need. Requests are prioritized through the college's resource allocation process, which includes a RAP and a scored and ranked PAR. Resources are allocated based on this objective process that includes recommendations from various stakeholders and Shared Governance committees and approval from the Executive Cabinet, Superintendent/President, and ultimately the Board of Trustees. Instructional and operational equipment needs are also addressed through the Program Review and Annual Program Assessment processes. The resource allocation process is identical to the one utilized for facilities needs. ([III.B.40](#))

Additionally, a Facility Modification Request form exists to allow divisions the ability to request facilities modifications, as supported by Program Review and Annual Program Assessments. ([III.B.17](#))

The Facilities department in conjunction with Instruction, Student Services, Information Technology, and other operational areas, generates long-range capital plans to guide the development of new and modernization of existing facilities. Long-range capital plans include the Facilities Master Plan and the Five-Year Construction Plan. The Five-Year Construction Plan is updated annually to identify the future needs of the district while linking to the programmatic and academic needs identified in the Educational Master Plan. The Facilities Master Plan was completed in spring 2011 and is slated to be received in fall 2011 by the Mt. San Jacinto College Board of Trustees. The Facilities Master Plan translates the strategic goals and objectives identified in the Educational Master Plan into a long-range physical resources plan for the next 25 years. The Facilities Master Plan includes primary information about the scope, the cost, and the schedule of new and modernized facilities, as well as information about the secondary effects of the facilities improvement projects. Secondary effects include the removal of outdated facilities, the short-term space requirements necessary to support capital projects, and the infrastructure improvements required to implement new capital projects. ([III.B.8](#))

The Facilities Master Plan included broad based participation from all constituent groups. A Facilities Master Plan Steering Committee was formed as well as four sub-committees to focus on the district's learning sites. The district hired a firm, LPA, to guide and develop the Facilities Master Plan.

Initial Project Proposals (IPP) and FPPs outlining the immediate needs as submitted in previous Five Year Construction Plans are identified and prepared by Business Services. As state funding is made available, projects are approved for construction. Determinations are made based on the various needs

identified by the district through Program Review, Annual Program Assessments, Educational Master Plan, FUSION, and other institutional research and data. These determinations are based on the input and assessments of district constituents including, faculty, classified staff, and administration. ([III.B.33](#), [III.B.34](#), [III.B.35](#), [III.B.36](#), [III.B.37](#), [III.B.46](#))

For smaller facilities projects, Executive Cabinet has begun a process for prioritization which began in the 2010-2011 academic year. Based on Administrative Program Reviews, area Vice Presidents submit facility and improvement needs to Executive Cabinet. This administrative team evaluates and prioritizes the smaller projects for implementation. As priorities are determined, the Facilities department generates a yearly project schedule.

SELF EVALUATION

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the college plans and evaluates its facilities and its equipment on a regular basis, taking utilization and other relevant data into consideration.

The Five Year Construction Plan, Space Inventory Reports, and the newly completed Facilities Master Plan ensure that facilities and equipment serve as the long-range plans that support institutional improvement goals and reflect projections of the total cost of ownership for new facilities and equipment.

The FUSION database organizes and systematically determines facility needs. The Facilities Master Plan will advance the mission of the district by setting in motion a progressive transformation of the district's existing and future campus sites and locations. The Facilities Master Plan guides facility development by incorporating elements of the Educational Master Plan. With the completion of the Facilities Master Plan and the Strategic Plan, the district will be better equipped to make capital planning decisions based on need and identified goals of the district.

Procedures are in place to make the necessary modifications and improvements to facilities to keep up with the institutional requirements. Equipment needs are systematically identified, prioritized, and resolved through the resource allocation process and as funds permit. Facilities improvements and construction follow a similar planning, prioritization, and allocation process in response to the needs identified through the district's planning processes (i.e., Program Review, Annual Program Assessments, Educational Master Plan). With a very limited amount of capital construction outlay and aging campuses with no general obligation funding, the district is challenged to satisfy all facility improvements requests.

As the district was developing the Facilities Master Plan, administration determined that the college community did not understand the FUSION database or the process for developing the Five Year Construction Plan. As such, administration hired an external consultant to provide two presentations, one for the Board of Trustees and the other for Management/Leadership to review the FUSION database and the state and district's capital outlay process. One of the main discussion points of this workshop was the Educational Master Plan and the Capital Outlay Process. ([III.B.42](#), [III.B.43](#))

Although the district has embraced a "total cost of ownership" model within the Facilities Master Plan, there is not a formalized definition of "total cost of ownership" routinely used by college leadership.

The college meets the standard.

PLANNING AGENDA

Develop an Administrative Procedure for Total Cost of Ownership.

STANDARD III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

The college's physical resource planning is integrated with institutional planning practices, processes, and policies. The college has worked diligently to ensure that the Facilities Master Plan is closely aligned with the enrollment projections, Educational Master Plan, and the institution's planning and resource allocation models. As the primary planning document, the Facilities Master Plan identifies the scope and schedule of new construction and modernization projects. As new facilities are planned, designed, and constructed, the college's collaborative process will be used to identify, collect, and prioritize various needs.

Stakeholders throughout the district have a voice in how a project is planned, designed, and constructed via various FPP Steering Committees that are created for each specific project prior to the development and filing of the FPP. The information from the stakeholders is also derived from departmental Program Reviews, Annual Program Assessments, Unit and Division Plans, the Educational Master Plan, the Strategic Plan, and other planning documents. The district embraces a collegial, collaborative process for planning and allocating facilities for programs and services.

Mt. San Jacinto College's Facilities Planning and Management webpage provides constituents with access to the Five Year Construction Plan, Initial Project

Proposals, and Project Status Reports. This transparency enables the district to not only effectively communicate the institution's planning integration but allows for further dialogue and evaluation of physical resource and equipment needs. ([III.B.44](#))

Funding for institutional facility improvements and equipment needs are submitted through the RAP that are first prioritized by unit deans and then by division Vice Presidents. Once prioritization takes place at the "local" level, the Resource Allocation Proposals are forward to the Budget Committee. The RAPs are reviewed and scored using the PAR. This process helps align institutional priorities and goals. The rubric was developed to ensure that prioritization concentrates on needed institutional improvements based on data and research analysis and that the proposals also address the institutional mission and goals established for the academic year. ([III.B.16](#), [III.B.39](#))

Recommendations are submitted to the Institutional Planning Committee (IPC) and forwarded to College Council, Executive Cabinet, and the Superintendent/President for review and approval. Once approved, institutional divisions, departments, and instructional and student support units can effectively develop strategies within their unit that achieve the institutional goals and divisional objectives.

The RAP stipulates that each augmentation request for facility improvements or equipment must be tied to at least one of the annual institutional goals, utilize student learning outcome assessment data, and the department or 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 the Educational Master Plan. ([III.B.16](#), [III.B.39](#), [III.B.40](#))

The IPC and the Budget 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 connect technology planning with institutional planning. Specifically, Mt. San Jacinto College uses the resource allocation process as means to also systematically assess the effective use of physical resources and equipment purchases. Results of this evaluation are used as a basis for future improvements. The resource allocation process requires the requestor to identify intended outcomes and goal(s) of the resource request and to provide a description of how outcomes will be measured and evaluated

for effectiveness. After requests have been approved and the requestor has used the funds, he or she must provide the IPC and Budget Committee a report at the end of each fiscal year to demonstrate and evaluate achievement of the outcomes.

SELF EVALUATION

Mt. San Jacinto College's integrated planning process links Program Review, the Educational Master Plan, and the Facilities Master Plan. The Facilities Master Plan, which will be formally received by the Board of Trustees in fall 2011, will serve as a living document. As changes occur within the Educational Master Plan or outcomes related to assessment adjust programmatic or service needs, the Facilities Master Plan will be revisited and updated. The college's systematic procedures for prioritizing improvement plans assess the effective use of the institution's physical resources and are occurring on an annual basis. ([III.B.13](#))

The physical resource planning is fully integrated into the planning cycle of the college and is inclusive of all constituent groups. Faculty, classified staff, administrators, and students have numerous opportunities to engage in dialogue in support of the college's long range facilities planning efforts. The Facilities Master Plan Steering Committee, the four major Facilities Master Plan committees that focused on each campus site provide stakeholders the ability to review and ensure consistency of design guidelines throughout the district.

A Facilities Committee focused on facility projects, long range planning, and improvements has been non-operational due to the lack of staffing; however, the college plans to reinstate the committee in the fall to provide district-wide leadership in executing the strategies outlined in the Facilities Master Plan. Faculty, classified staff, and administrators will be encouraged to participate through the Shared Governance process.

College constituents are made aware of the facilities planning and improvement efforts through various committee structures, but also through the Facilities Planning and Management webpage. The website features information on the Facilities Master Plan, IPPs, FPPs, the Five Year Construction Plan, Project Status Reports, Space Management, facility and improvement presentations and links to committee information (agendas/minutes).

The college meets the standard.

PLANNING AGENDA

Through the Shared Governance process, reinstate the Facilities Committee to oversee the college's improvements to ensure compliance with the Facilities

Master Plan and advance planning for capital projects, space management, and facility efficiencies.



Standard III.B References

- III.B.1 [Physical Security Assessment – Confidential](#)
- III.B.2 [Facilities Condition Assessment](#)
- III.B.3 [Keenan Inspection Report, October 2009](#)
- III.B.4 [Safety Committee Charge](#)
- III.B.5 [FUSION E-Manual](#)
- III.B.6 [Program Review](#)
- III.B.7 [Reimbursement of Emergency Procurement Form](#)
- III.B.8 [Facilities Master Plan Overview](#)
- III.B.9 [AP 6600 - Five-Year Capital Construction Plan and Five-Year Scheduled Maintenance/Special Repair Plan](#)
- III.B.10 [Injury & Illness Program](#)
- III.B.11 [Emergency Procedure Handbook](#)
- III.B.12 [Computer Maintenance Management System \(CMMS\)](#)
- III.B.13 [Educational Master Plan](#)
- III.B.14 [Facilities Master Plan San Gorgonio Pass Campus \(SGPC\) Board Report, July 22, 2010](#)
- III.B.15 [Board of Trustees Agenda, SFID Election Resolution 2010/11-025, July 22, 2010](#)
- III.B.16 [Budget Change Proposal \(BCP\) Form](#)
- III.B.17 [Facilities Modification Request Form](#)
- III.B.18 [Safety Investigation Report](#)
- III.B.19 [Haz-Mat Report](#)
- III.B.20 [Safety Committee Minutes](#)
- III.B.21 [Prioritization Allocation Rubric \(PAR\)](#)
- III.B.22 [Institutional Goals 2009-2010](#)
- III.B.23 [Board of Trustees Minutes, Video Surveillance Approval, May 13, 2010](#)
- III.B.24 [Video Surveillance Webpage](#)
- III.B.25 [Key Request Form](#)
- III.B.26 [Pacific Alarm](#)
- III.B.27 [Technology Lease Presentation](#)
- III.B.28 [Board of Trustees Agenda, Technology Lease Action Item, April 12, 2007](#)
- III.B.29 [CompuTrac](#)
- III.B.30 [Anti-Theft Software](#)
- III.B.31 [Distance Education Unit Plan](#)
- III.B.32 [Facilities Master Plan Webpage](#)
- III.B.33 [FPP Classroom II](#)
- III.B.34 [FPP San Jacinto Campus Cultural Arts](#)
- III.B.35 [FPP San Jacinto Campus Science](#)
- III.B.36 [FPP Meniffee Valley Campus Allied Health](#)

- III.B.37 [FPP Menifee Valley Campus Student Services](#)
- III.B.38 [Budget Change Proposal \(BCP\) Summary List 2009-2011](#)
- III.B.39 [Safety Inspection Walk-Abouts](#)
- III.B.40 [Budget Development Directions](#)
- III.B.41 [AP 6315 - Reimbursement of Emergency Procurement](#)
- III.B.42 [Board of Trustees Agenda, Budget Workshop, January 21, 2010](#)
- III.B.43 [Management Leadership Presentation, March 1, 2010](#)
- III.B.44 [Facilities Committee Charge](#)
- III.B.45 [Facilities Goals 2010-2011](#)
- III.B.46 [Five Year Construction Plan 2012-2016](#)
- III.B.47 [Deferred Maintenance & Capital Renewal Report](#)
- III.B.48 [Budget Committee Webpage](#)
- III.B.49 [Safety Committee Minutes, Hazardous Waste, February 17, 2010](#)
- III.B.50 [Facilities Master Plan Visioning Session](#)
- III.B.51 [Facilities Master Plan Group Visioning Session](#)
- III.B.52 [Banning Presentation, January 21, 2010](#)
- III.B.53 [Master Plan 2004-2009, Goal #7 - Page 4](#)
- III.B.54 [Police Department Right to Know](#)
- III.B.55 [Information, Communication and Technology Committee \(ICTC\)](#)
- III.B.56 [STOP Security Tracking](#)
- III.B.57 [Five Year Construction Plan 2013-2017](#)
- III.B.58 [MSJC Alert](#)
- III.B.59 [Safety Awareness Packet](#)
- III.B.60 [BP/AP 7600 - Safety](#)
- III.B.61 [BP/AP 3500 - Campus Safety](#)
- III.B.62 [Keenan Loss Control Contract](#)
- III.B.63 [AP 6850 - Hazardous Materials](#)
- III.B.64 [AP 6521 - Security Monitoring and Recording](#)
- III.B.65 [AP 6701 - Key Control](#)

STANDARD III: RESOURCES

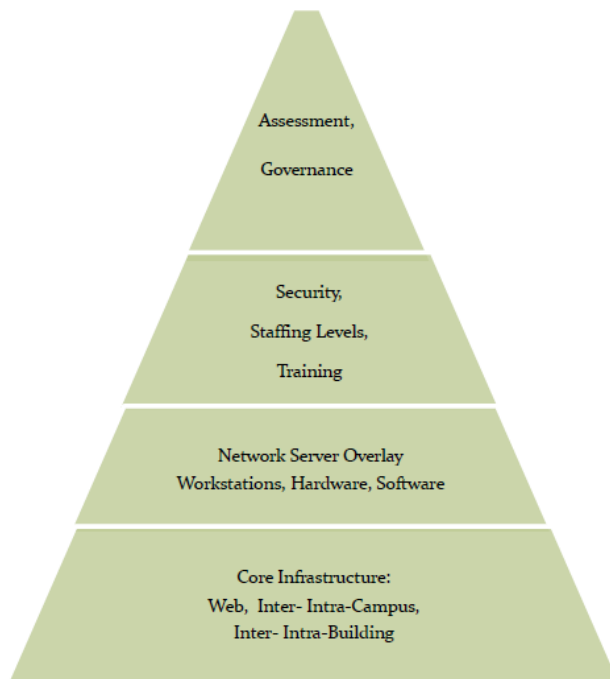
C. TECHNOLOGY RESOURCES

Technology resources are used to support learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Mt. San Jacinto College recognizes that technology resources are a critical component of student learning and student services, as well as a critical component of the platform that allows the institution to operate effectively. Students utilize technology services to apply for admission, register for courses, receive financial aid, complete coursework, communicate, and receive their grades and academic histories. Faculty utilizes technology to receive rosters, perform assessment, communicate and deliver course content. Finally, the administration and staff rely on technology for procurement, budgeting, reporting, course scheduling, and student data retrieval in support of decision-making and planning.

The college utilizes a Framework of Support model to plan, build and integrate technology in a foundational architecture:

Figure 1: **Framework of Support**



The college's investments in enterprise software are made to support and advance the use of technology in curricular and functional operations. The college partners with industry leaders in higher education, including Datatel Colleague, Blackboard Course Management System, the Microsoft Office Suite, Cisco AVVID VoIP, and the Riverside County budget and procurement system, Galaxy. Focusing on enterprise systems ensures that Mt. San Jacinto College realizes the optimal leverage of the investment, the value of economies by joint purchasing, the utility of user group participation, the benefit of innovative systems, and platforms that provide for systems integrations.

The focus on technology is addressed with two integrated departments. Technology for the classroom, teaching and learning, and Distance Education is administered under Instructional Technology Services. The core infrastructure and district operational systems are administered by the Information Technology department. ([III.C.6](#), [III.C.7](#))

Two Shared Governance committees oversee technology procurement, assessment, and effective use. The Information Communication and Technology Committee (ICTC) is charged with promoting compatibility and integration of global technology investments, assessing technology effectiveness, and governing policy. The Educational Technology Committee (ETC) reviews the instructional needs of the college and develops recommendations to the Budget Committee, the Curriculum Committee, and other groups as necessary to support the purchase and use of instructional technology and software for both face- to- face and online class environments. ([III.C.8](#), [III.C.9](#), [III.C.10](#), [III.C.11](#))

The creation of the Technology Master Plan 2011-2015 provides a basis for setting annual strategic technology goals, described within a global context of the district technology structure. The draft Distance Education Plan outlines instructional strategies that utilize technology resources to improve teaching and learning at the college. Both of these planning efforts integrate technology planning, with Program Review and unit planning, with budget development and procurement efforts, and all other college planning initiatives. ([III.C.1](#), [III.C.2](#), [III.C.3](#), [III.C.4](#), [III.C.5](#))

The college uses technology to support student learning, student services, and college operations. Technology planning is integrated with institutional planning. The Technology Master Plan was completed in spring 2011 and is slated for adoption in fall 2011 at the ICTC meeting. A draft of the Distance Education Plan was begun in spring 2011 and is slated for completion in fall 2011 by ETC. With these technology blueprints developed, there is no need for additional planning initiatives. ([III.C.1](#), [III.C.2](#), [III.C.3](#), [III.C.4](#), [III.C.5](#), [III.C.6](#), [III.C.7](#), [III.C.8](#), [III.C.9](#), [III.C.10](#), [III.C.11](#))

STANDARD III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Mt. San Jacinto College recognizes the criticality of stable and functional technologies to support institutional learning, administrative functions, and communication. As such, Mt. San Jacinto College provides multiple methods and avenues of technical support for applicants, students, faculty, administrators, and staff. Information Technology and Instructional Technology Services maintain Helpdesk support for administrators, staff, and faculty that is accessible via phone or e-mail. The Helpdesks provide first tier support for assistance and troubleshooting for district communication tools, desktop applications, computer peripherals, enterprise applications, classroom devices, and system access requests. Additionally, students and faculty are provided 24/7 support for the Distance Education program via voice and chat support through a contract with a third party vendor, Presidium. Each Helpdesk venue, including Presidium, utilizes Helpdesk software to log requests, communicate with the requestor, provide an escalation path to second tier support, and provide reporting tools on call volumes and issue categories. ([III.C.12](#), [III.C.14](#))

In order to maintain business continuity, as a third tier escalation path option for system support; Mt. San Jacinto College maintains vendor support contracts for enterprise systems, including hardware and software. For example, the student information system at Mt. San Jacinto College, Datatel Colleague, is maintained on hardware that is supported by both Hewlett Packard for hardware and operating system, as well as, Datatel for application based support for issues that cannot be resolved by district technology staff. Other technical services and systems that are maintained through vendor support contracts include, but are not limited to, document imaging, web content management system, course management system, storage area network, library system, and system backup software. ([III.C.41](#))

Offices and computer labs are equipped with up-to-date computers and software necessary to effectively meet the needs of the learning, teaching, and district-wide operations. Standardizing the computer operating system platform and Microsoft Office application software allows the technology support teams to provide quick response times in offices and classrooms. All computer labs undergo regular maintenance checks between semesters to ensure that smart technology is functioning optimally. ([III.C.12](#), [III.C.13](#), [III.C.14](#))

Instructional Technology Services and Information Technology work closely and communicate regularly with operational and instructional departments as well

as faculty. All requests for technology investments are subject to approval by the appropriate technology department.

The college provides all full-time and part-time faculty, staff, and administration with college e-mail accounts directed to @msjc.edu. All college students are automatically provided a cloud-based student e-mail account directed to @student.msjc.edu. District supplied student e-mail accounts experience high adoption and utilization rates with the number of users within a given thirty (30) day window consistently above ten thousand (10,000) unique students. College communications between the students and the college, and between the students and faculty, are accomplished via the college e-mail links. Additionally, official college communications from the Business Services, Instruction, and Student Services divisions utilize district supplied e-mail accounts for effective communication with faculty and students. ([III.C.42](#))

Full-time faculty, classified staff, and administrators are provided offices with access to a computer and telephone systems. Part-time faculty is provided access to a designated area with computers, and they are assigned a college telephone extension number for voice message communication with students and other district-wide staff. All new faculty receive an individualized letter containing their access IDs and access instructions, including contact information for support. A system access tutorial for faculty is available on the Information Technology website. ([III.C.15](#), [III.C.16](#))

The college utilizes Blackboard as a college web portal and entry point for all instructional and student services. The portal, identified as my.msjc, is monitored and updated to provide accurate and comprehensive access to college information including news, events, and urgent announcements. This portal also provides access to the student and faculty EagleAdvisor, where anytime - anywhere access to Datatel, including student information, class registrations, fee payments, financial aid, faculty rosters, and grading. In addition, the portal provides access to Blackboard. Faculty have anytime-anywhere access to update course content, retrieve up-to-date rosters, post grades, and provide timely teaching as appropriate. ([III.C.17](#), [III.C.18](#))

The Colleague Application Support Team Committee (CAST) organizes all Datatel module leaders to identify that the enterprise software is functioning to optimally meet the needs of the students, faculty and staff. The Datatel hardware is upgraded on a five-year cycle. To better serve the specific needs of students, operations, and research and to create enhancements to the basic Datatel system, the system has undergone programming upgrades and supplemental programming. ([III.C.19](#))

The Office of Institutional Effectiveness and Planning is supported by technology including current desktop computers and laptops with secure network access. The applications programming team works closely with this office to instruct them in query tools from Datatel and gives priority to quickly provide data for research activities. The research department has access to, and is versed in data retrieval, from the California Community College Chancellor's Office Data Mart and Data on Demand systems, the National Student Loan Clearing House data, Cal-Pass, IPEDS, and an internal SQL-based data reporting system loaded nightly from Datatel. Additionally, Information Technology maintains membership on the Mt. San Jacinto College Research Committee thereby providing an IT resource for guidance to the committee regarding data sources for research purposes. ([III.C.20](#), [III.C.40](#))

The annual Resource Allocation Process (RAP) documents how a proposed technology investment will support the need for teaching and learning tools at the college. This process unifies the request for a technology investment with college-wide planning for instructional and operational needs. Additionally, the RAP describes how the technology asset will be assessed with regards to expected outcomes. ([III.C.21](#))

In spring 2011, the Budget Committee approved the development of a technology reserve fund to be an ongoing source of funding for operational as well as curricular hardware and software. The college intends to augment the technology reserve fund annually to build it to a robust fund that will underwrite cyclical refurbishment of technology. ([III.C.22](#), [III.C.23](#))

SELF EVALUATION

Mt. San Jacinto College takes steps to ensure that technology support is designed to meet the needs of the college community. In a recent Accreditation Climate Survey completed in fall 2010, 80 percent of college employees responded affirmatively that they are given an opportunity to provide input on prioritizing technology needs that affect their areas.

The Technology Master Plan, completed in spring 2011, integrates with the Educational Master Plan and other college planning documents, to provide a platform that continues to meet this standard.

A strength realized by the college administration is the high level of communication, coordination, and cooperation between and among departments. This participation and interaction allows for regular and ongoing feedback related to technology needs campus-wide.

The college meets this standard.

PLANNING AGENDA

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

STANDARD III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Instructional Technology Services and Informational Technology research and stay apprised of emerging trends and best practices so that up-to-date technology can be planned for and implemented. Decisions about hardware and software investments are the result of various needs. These can be driven by curriculum, Program Review, mandated reporting requirements, productivity and efficiency gains, growth, refresh cycles, or other factors. In all cases, the decision is tied to institutional priorities, goals, and planning models, and is made considering the existing technical environment. ([III.C.1](#), [III.C.2](#), [III.C.24](#))

The college uses Blackboard to support distance learning programs and courses, a segment of the college that has grown to about 17 percent of total FTE. It is the practice at the college that all course sections are supported through Blackboard with the automatic creation of a course shell. Faculty engaged in face-to-face or hybrid instructional delivery methods are thereby encouraged to use Blackboard as a supplemental instructional tool for effective dissemination of communications and coursework. Although 100 percent of courses have a Blackboard shell, the option to utilize the software is at the discretion of faculty.

The single entry into college systems, via the Blackboard portal, gives faculty and students conformity for access to the student system and course system. The Presidium support service portal has step by step instructions for students to access the systems. The Help Desk for faculty and staff, coupled with a contract with Presidium support, offer faculty and students 24/7 support for problems with Blackboard.

In fall 2007, the college converted its website to utilize a Web Content Management System (WCMS) that allows for decentralized web updates. Advantages of the WCMS include ready access for web content stakeholders to update content on their web pages, without requiring the expertise to know web programming languages. Dissemination of information via the web has been more current and timely, and thus has provided a better web presence to serve the college's community.

The Help Desk is available to address technology problems and concerns. Generally, a technician will attempt to diagnose problems over the telephone. If that is not possible, a description of the problem is entered into a database, a work order generated, and then the order is assigned to the appropriate technician. Staff members reporting problems receive e-mail confirmation that a problem was logged into the system. After the problem has been resolved, the Help Desk e-mails a confirmation that the work order has been closed and gives staff the opportunity to provide feedback on the services rendered. ([III.C.25](#))

The college has prudent policies and practices in place to ensure that data is electronically controlled for optimization, integrity and backup. The college implemented a web configuration that allows for a secondary website to display when the primary website does not respond. The backup website has been an excellent source of communication during system disruptions or urgent situations. The access to district owned data is provisioned by role, and approved by administrative signature. The college had no findings in a security audit performed by a contracted auditing firm. ([III.C.26](#), [III.C.27](#), [III.C.28](#))

SELF EVALUATION

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. The acquisition and support of technology at the college comes from a variety of processes that are all incorporated in institutional planning, evaluation, and assessment practices.

Because technology services continually evolve, the college is committed to continue to provide technology services designed to promote the operation and effectiveness of the institution. Faculty, classified staff and students are provided ongoing assistance and support related to software and hardware applications through the college's Help Desk and 24/7 Presidium.

With the college community demand for mobile applications increasing as well as the growing sophistication in computer criminology, there is an escalating security vigilance that must be maintained. Future college planning initiatives have been structured to address these technology challenges.

The college meets this standard.

PLANNING AGENDA

None.

STANDARD III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Mt. San Jacinto College provides several information technology training opportunities to students and college employees. The @MSJC Academy is a multi-day technology training event held twice each year for faculty and staff. The topics offered at the academy align with training needs identified in survey requests periodically administered. The sessions are offered in a modular approach and cover pedagogical training for beginning online instructors as well as advanced online instructors. In its eleventh year, the @MSJC Academy is recognized as an exemplary training model that has resulted in a culture of pride and synergy at the college. Well attended, the @MSJC Academy has begun conducting some sessions via web cast to increase the access to technology training opportunities. ([III.C.29](#))

All @MSJC Academies conduct assessments through surveys. After each modular activity surveys are distributed to participants. The survey responses are analyzed to assure that needs are met and is also used to drive topics for future sessions. The college has developed a culture of training that has resulted in some individual departments mandating training for online instructors. Additionally a criterion for readiness for online instructors was developed by the Educational Technology Committee and approved by the Academic Senate. Instructional administrators ensure that faculty are trained prior to assigning them to online courses. Online retention and success rates for Mt. San Jacinto College are above the state average.

Workshop-style trainings are conducted for specific office and instructional tools. The college is a grant partner with @One, technology training grant supported from the California Community Colleges Chancellor's Office. As such, the college has access to, and utilizes @One instructors and web casts to increase employee access to technology training opportunities. ([III.C.30](#))

Staff in the Learning Resource Centers (LRCs) routinely monitor the technology needs of students and adjust accordingly. Faculty meet regularly with administration to develop training requests as needed. The Faculty FLEX committee blends their activities with @MSJC and offer additional training opportunities as well.

Faculty and staff are directed to web-based training tools when the Microsoft Office Suite version is updated. A 12-station training room equipped with computers housing district supported software is available for faculty and staff trainings. Faculty and staff are notified of and encouraged to attend @One training webinars. A technology newsletter, called *Reboot*, informs faculty and

staff of upcoming training events. New faculty and staff are given orientation training in a one-day workshop. Training videos are made easily accessible on district's technology websites. ([III.C.31](#))

The Datatel module leaders serve as the first level of training support for new employees who utilize the Datatel system. The college actively participates in statewide and regional conferences, such as CISOA, Datatel user groups, ACCCA and AACCRAO, where best practices can be shared among college groups at a prudent cost. Classified staff is also surveyed regarding training needs and provided necessary training as requested by the survey results.

Student training for logging into the system, using the Datatel EagleAdvisor applications, and using the student e-mail system is provided in video and FAQs on the my.msjc website. Students new to online education are offered face-to-face orientation sessions held prior to the start of each semester and again mid-semester. A web-based orientation for the Distance Education program is in development. Students receive one-on-one assistance to access college services at my.msjc in the Eagle Access Center (EAC). There is an EAC at each campus site. The EACs are staffed with student services personnel and college mentors who assist students with applications, registration, payment, and access to their coursework and e-mail. Open computer labs and discipline specific computer labs are available in various locations. There, college staff and tutors assist students to operate college technologies. Students are also encouraged to call the student Help Desk with concerns regarding their my.msjc account. ([III.C.32](#), [III.C.35](#))

There are also two Distance Education Network Coordinators (full-time faculty members given reassign time) to support the 250 full-time and part-time Distance Education faculty with planning online course development. Prior to teaching online, faculty are required to undergo Blackboard training and effective instructional methods for an online environment. These online teaching assignments are supervised by the unit dean and monitored through the Office of Instruction. Mt. San Jacinto College has created Distance Education Faculty Readiness Standards that have been reviewed by the Academic Senate and ETC to ensure that Distance Education courses maintain a high standard of quality. In recognition that experienced faculty tends to have lower attrition rates than faculty who have little experience and training, faculty who teach Distance Education courses are expected to:

- have completed a Mt. San Jacinto College basic training program that consists of a workshop in Introduction to Online Teaching and Learning and another in Accessibility for Disabled Students;

- have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program, the @One Online Teaching Certification program, the Cerro Coso Online Educators certificate; or
- be able to demonstrate having had a successful experience in teaching Distance Education at Mt. San Jacinto College or another similar institution.

All faculty are encouraged to participate in continuing education to learn new technologies.

- Full-time faculty members who have been teaching online at Mt. San Jacinto College for at least one year do not have to meet the above readiness standard.
- All online teaching faculty members must attend some form of continuing education in online teaching and learning at a minimum of once every two years. This can be satisfied by attendance at the @MSJC Technology Academy; completion of a Distance Education or face-to-face Institute hosted by the @One Project; attendance at the California Technology Collaborative sponsored online teaching conference; or other related activity as approved by the department chair in collaboration with the Dean of Library and Technology.

Funding that historically supported classified training, including state staff development and TTIP funds, have been cut. There is currently no position that has oversight of training for the classified staff. The staff is generally able to quickly become proficient in using district supported software, but surveys indicate staff would benefit from additional onsite training. In the Technology Master Plan, the Total Cost of Ownership model identifies training as an integral component to technology management. ([III.C.1](#), [III.C.33](#))

Lastly, ensuring that technical support staff are able to meet the dynamic needs of the college community requires that technical support staff are provided adequate resources for training. Information Technology has identified proficient staff training in district supported systems as a Department Learning Outcome for the 2011-2012 academic year as a result of the strategic direction provided by the Technology Master Plan draft. ([III.C.1](#), [III.C.38](#), [III.C.39](#))

SELF EVALUATION

The college provides exemplary training for faculty with the @MSJC Academy and @One. These training opportunities are targeted to be applicable to the district supported applications for teaching and learning. The effectiveness of the training is measured through surveys and use of the tools.

Student technology training is available in workshops, facilitated labs and centers, and online.

Funding that historically supported classified training, including state staff development and TTIP funds, have been cut. There is currently no position that has oversight of training for the classified staff. The staff is generally able to quickly become proficient in using district supported software, but surveys indicate staff would benefit from advanced application training.

The Technology Master Plan pending formal approval in fall 2011 sets priorities for training and providing technical support that matches the technology investment, including administrator and user training. The Technology Master Plan also includes consideration for increasing budget for staff training needs assessment, an operational training plan, and evaluation of the training. The plan recognizes the need to adopt a normalized Total Cost of Ownership model that includes funding for ongoing staff training and technical support training for technology investments.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

As described in the Framework of Support model, technology is acquired in a structural architecture that places the core infrastructure at the foundation of all technology. The core infrastructure is comprised of complex components that have been built over many years of systemic planning and acquisition. The college has selected key strategic vendor partners to build a state-of-the-art network infrastructure that meets the needs of faculty, classified staff, administrators, and students.

Some key components of the technology infrastructure have been purchased with one-time general or categorical funding, while other components have been purchased in lease schedules with an ongoing funding stream. The technology that hosts the Datatel student system is on a five-year refreshment cycle. The faculty and staff desktop computers, as well as some computer lab systems are on a four or five-year lease refresh cycle.

In the spring of 2011, the telephone VoIP system was brought into a four-year recapitalized refresh cycle.

In the spring of 2011, the Budget Committee approved the development of a technology reserve fund to be an ongoing funding source for operational as well as curricular hardware and software. The college intends to augment the technology reserve fund annually to build it to a robust fund that can underwrite cyclical refurbishment of technology not currently on a funded refresh cycle. ([III.C.23](#), [III.C.24](#), [III.C.34](#))

When key technology components are purchased, a growth capacity is planned into the procurement.

The college is committed to maintaining the integrity and security of data with tape backup systems and disaster recovery plans in place. All systems are backed-up with RAID or SAN technologies. Backup tapes are stored inter-campus in fireproof safes. A backup tape rotation and recovery schedule is maintained.

The Technology Master Plan and draft Distance Education Plan set the stage for the prioritization of funding and resources for future technology projects and upgrades. The college adheres to a planning model that ensures technology investments are driven by institutional need. ([III.C.1](#), [III.C.2](#))

SELF EVALUATION

Mt. San Jacinto College provides for the management, maintenance, and operation of its technological infrastructure and equipment, while providing appropriate system reliability and emergency backup.

The two technology master plans as well as the technology reserve fund position the institution to maintain, upgrade, or replace technology or infrastructure and equipment to meet institutional needs.

The current efforts in systematic and need-driven technology acquisition are in place. The college must ensure that funding realities do not impede progress toward a Total Cost of Ownership model that includes redundancy, training, staffing and replacement funding.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Decision-making about the use and distribution of the college's technology investments is focused on institutional need as identified from strategic groups, including the Information, Communication and Technology Committee, the ETC, and the Datatel Colleague Application Support Team, that include faculty and staff. The acquisition of equipment and support of information technology is carried out by the two technology departments, Information Technology and Instructional Technology Services. ([III.C.8](#), [III.C.9](#), [III.C.19](#))

All full-time faculty, classified staff, and administration have access to desktop computers. Part-time faculty has access to computers and support technology in centralized areas on each campus. The college has centralized the acquisition of 800 faculty and staff desktop computers, and administers a desktop lease refresh program that plans for the four-year refresh of desktop computers. This ensures a level of desktop standardization for operating systems and capacity to run district supported software. All full-time faculty, classified staff, and administrators are given access to district software including the Microsoft Office suite and an @msjc e-mail account.

The Distance Education program is supported college-wide through the budget process and through the efforts of both the instructional and student services areas. The program is staffed by a Faculty Distance Education Coordinator and a Distance Educational Programs Coordinator available to assist faculty in the development of teaching materials utilizing multimedia hardware and software and in the use of Blackboard functions. In addition, there are two dedicated network coordinators in the instructional area who are assisted as needed by technology staff from both Instructional Technology Services and Information Technology. There is one administrator for the Distance Education Program who is an instructional dean, and three clerical support staff members who also assist with the program. Funding for Distance Education program needs come from general fund, grant funds as needed (BSI, STEM and Title V), CTE Perkins funds, the institutional technology reserve, and the Instructional Technology and Information Technology Services budgets. All courses at Mt. San Jacinto College, whether designated as face-to-face or online, have access to Blackboard course shells.

There are 107 smart classrooms throughout the college, equating to 98 percent coverage of all classrooms. ([III.C.34](#))

Mt. San Jacinto College makes technology accessible to students in multiple areas. Open computer labs with both general and program-specific computer

resources are available to students at all campus sites. The Eagle Access Centers provide facilitated student access to technology that allows multiple student services functions. Computers in the learning resource centers are available to students working with tutors on specific coursework. The college supports about 34 computer labs throughout the college. Many instructional computers are on a four-year lease refresh cycle. The planned expansion of the technology reserve budget is expected to provide funding for moving 100 percent of the desktop computers into a fully recapitalized refresh cycle. ([III.C.34](#))

Secure and reliable storage space is given to full-time faculty and classified staff. All instructional and operational departments and all Shared Governance committees are allocated a website development site.

The college has upgraded the core infrastructure so that cabling and connectivity is robust, secure, and meets the college needs for computer performance.

SELF EVALUATION

The procurement, support and maintenance of college technology are driven by the institutional needs of college programs and services. The current efforts in systematic and need-driven technology acquisition are in place and working. No new planning efforts are needed.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Technology planning is integrated with institutional planning and evaluation processes at Mt. San Jacinto College. The Technology Master Plan was developed to directly support the educational priorities, goals, and objectives of the college, as articulated in the Educational Master Plan, Facilities Master Plan, and Strategic Plan. Through the Technology Master Plan, the institution prioritizes technology initiatives serving as the catalyst to integrate college and department technology needs and goals. In addition to the Technology Master Plan, the two technology areas have developed short-term and mid-term technology planning strategic documents, including annual goals, and three to

five year server refreshment plans. The Technology Master Plan addresses priorities in administration, student management, communication, and information access. ([III.C.37](#))

The draft Distance Education Plan addresses priorities for curriculum and learning in a technology-focused environment. Both plans are developed to integrate, each with the other and also with the Educational Master Plan, the Facilities Master Plan, and all college planning. ([III.C.1](#), [III.C.2](#), [III.C.3](#), [III.C.4](#), [III.C.5](#))

Over the last several years, the college's Program Review and Student Learning Outcomes (SLOs) and assessment models have evolved so that specific technology requirements and programmatic needs are identified and integrated into an institutional planning process. Through these evaluation and assessment measures, the college is able to analyze growth patterns, technical readiness, need for faculty hardware and software, and administrative and staffing requirements. Deployment of additional technology resources are, in part, based on the findings within Program Review and learning outcomes at the administrative, academic, and student services unit levels.

Additionally, the resource allocation process that drives all procurements, including technology requests, requires that resource augmentations are tied to institutional planning goals in order to be considered for funding. During the college's budget development cycle, departments are provided the opportunity to request additional funds to improve their programs. As part of this process a department is required to complete a Resource Allocation Proposal (RAP). The RAP form requires a requestor to address how their requests supports district goals, Program Review, SLOs and Program Level Outcomes (PLOs). After a RAP is submitted by a department, it is reviewed by the Institutional Planning Committee (IPC). This committee then utilizes a scoring rubric to grade and rank the RAPs; each RAP has a possible 105 points to be awarded for the request. ([III.C.45](#))

Assessment of technology is achieved as part of the Program Review cycle. A rubric for the assessment of a technology project has been developed as a tool to review projects. The college Shared Governance committees that contribute to technology decision-making also receive feedback and assessment data gathered after project implementation. ([III.C.36](#))

SELF EVALUATION

The current efforts in technology planning that is integrated with institutional planning and systematic assessment are in place and working.

The college meets this standard.

PLANNING AGENDA

None.

Standard III.C References

- III.C.1 [Technology Master Plan](#)
- III.C.2 [Distance Education Plan](#)
- III.C.3 [Information Technology \(IT\) Program Review April 2008](#)
- III.C.4 [Information Technology \(IT\) Program Review Annual Update 2009](#)
- III.C.5 [Library and Technology Unit Plan](#)
- III.C.6 [Instructional Technology Support \(ITS\) Mission Statement](#)
- III.C.7 [Information Technology \(IT\) Mission Statement](#)
- III.C.8 [Information, Communication and Technology Committee \(ICTC\) Charge](#)
- III.C.9 [Educational Technology Committee \(ETC\) Charge](#)
- III.C.10 [Information, Communication and Technology \(ICTC\) 2010-2011 Shared Governance Status Report, End-of-Year](#)
- III.C.11 [Educational Technology Committee \(ETC\) 2010-2011 Shared Governance Status Report, End-of-Year](#)
- III.C.12 [Information Technology \(IT\) Work Order Report 2010](#)
- III.C.13 [Instructional Technology Support \(ITS\) Help and Support](#)
- III.C.14 [Presidium Usage Report Sample](#)
- III.C.15 [Information Technology \(IT\) System Access Letter Sample](#)
- III.C.16 [Information Technology \(IT\) System Access Tutorial](#)
- III.C.17 my.msjc.edu
- III.C.18 [EagleAdvisor](#)
- III.C.19 [Colleague Application Support Team \(CAST\) – Confidential](#)
- III.C.20 [Institutional Research](#)
- III.C.21 [Information Technology \(IT\) Resource Allocation Proposals \(RAPs\) for 2011-12](#)
- III.C.22 [Information Technology \(IT\) Technology Reserve Fund Initial Allocation Expenditures](#)
- III.C.23 [Instructional Technology Support \(ITS\) Technology Reserve Fund Initial Allocation Expenditures](#)
- III.C.24 [Information Technology \(IT\) Goals 2009-2010 and 2010-2011](#)
- III.C.25 [Instructional Technology Support \(ITS\) Support Helpdesk and Presidium Info/Link](#)
- III.C.26 [Information Technology \(IT\) Audit Worksheet, June 2009](#)
- III.C.27 [College Backup Website](#)
- III.C.28 [Computer Network Access Request \(CNAR\)](#)
- III.C.29 [@MSJC Academy](#)
- III.C.30 [@One Website](#)
- III.C.31 [Reboot Email Newsletter](#)
- III.C.32 [Distance Education Face-to-Face Orientations](#)
- III.C.33 [Staff Training Needs Survey](#)
- III.C.34 [Lease Schedule Overview and Inventory Report](#)

- III.C.35 [Eagle Access Center](#)
- III.C.36 [Ongoing Software Initiatives](#)
- III.C.37 [Board of Trustees Goals for Campus Safety](#)
- III.C.38 [Information, Communication and Technology Committee \(ICTC\)
Desktop Seminars](#)
- III.C.39 [Information Technology Department Learning Outcomes \(DLOs\),
2011-2012](#)
- III.C.40 [Research Committee Minutes](#)
- III.C.41 [Datatel Colleague Support Report](#)
- III.C.42 [Student Email Utilization Statistics](#)
- III.C.43 [Educational Master Plan](#)
- III.C.44 [Facilities Master Plan](#)
- III.C.45 [Prioritization Allocation Rubric \(PAR\)](#)

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

The total budget for all funds is \$130,030,676. Approximately 56 percent of the resources are in the General Fund. Of this percentage, eight percent is attributable to categorical, grants and parking resources. One percent of the district's resources support the Child Development Fund, 18 percent for capital outlay, four percent for the Mt. San Jacinto College Foundation and self-insurance. The remaining 21 percent are resources for student supported activities. ([III.D.4](#))

In the General Unrestricted Fund, revenue resources consist of State Apportionment (48 percent), property taxes (47 percent), and prior year carryover (5 percent). Expenditure categories consist of salaries and benefits (79 percent), supplies and materials (2 percent), other operating (11 percent), capital outlay (3 percent) and other outgo (5 percent). ([III.D.1](#))

Mt. San Jacinto maintains open fiscal communication with all stakeholders. There is frequent communication from the administration to the Board of Trustees and college community with regards to the state budget, the college budget, and how the college responds to the changing economy. There has been e-mail communication, presentations to the Board of Trustees and "Brown Bag" sessions held on each of the college campuses. All correspondence and presentations are posted to the Budget Watch webpage for reference and information. ([III.D.5](#), [III.D.6](#), [III.D.7](#), [III.D.8](#), [III.D.9](#), [III.D.10](#), [III.D.11](#), [III.D.12](#), [III.D.17](#))

Business Services works closely with budget administrators to ensure that personnel costs are fully recognized and provided for in the budget. Periodic meetings are held between Business Services and departmental staff to discuss

the disseminated information and the proposals. To ensure that sufficient budget exists to fund all positions, personnel requests are required to have budget verified before approval. The district keeps track of personnel in a position control database to guarantee that all positions are accounted for. Each year, this information is disseminated to budget administrators to verify that the data is complete and accurate. ([III.D.13](#), [III.D.14](#), [III.D.15](#), [III.D.16](#))

The district formulates an annual budget through a Shared Governance process that includes faculty, classified staff, administrators, and students. The Budget Committee is charged with:

1. recommending the parameters, process, and documentation for developing the annual budget;
2. reviewing and recommending the process by which the district's discretionary funds are allocated;
3. assessing the effectiveness of the allocation process in the prior and current years.

As part of the allocation process, requests for funding are reviewed and prioritized by the Budget Committee. ([III.D.5](#), [III.D.18](#), [III.D.21](#))

The Budget Committee, whose membership is broad, includes four administrators, four faculty, four classified staff, and two students, reports to the Superintendent/President. ([III.D.5](#), [III.D.19](#), [III.D.20](#))

Budget reports are brought to the College Council throughout the year, beginning with the annual budget calendar and ending with the recommendations for budget assumptions used in developing the Adopted Budget. ([III.D.22](#), [III.D.23](#))

Mt. San Jacinto College allocates over 69 percent of the General Unrestricted Fund budget to the area of Instruction and Student Services. In 2010-2011 the college set aside \$475,000 for augmentation to fund Resource Allocation Proposals (RAPs) to assist in improving all areas of services for students. ([III.D.2](#))

Over seven percent (\$9,173,958) of the district's budget is resources in the form of grants and categorical programs that provide students with resources and opportunities with funding outside the General Unrestricted Fund. ([III.D.4](#))

STANDARD III.D.1.

The institution relies upon its mission and goals as the foundation for financial planning.

STANDARD III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

The mission statement of Mt. San Jacinto College is:

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, Mt. San Jacinto College 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. ([III.D.26](#))

All decisions regarding resource allocation are driven by the mission statement, collaborative planning and assessment. Short-range plans are reviewed periodically during the fiscal year and are based on the reasonable expectation of available funding. Long-range plans are set and remain firm, and in sync with the Educational Master Plan objectives. As more funds become available, additional spending priorities are met. As experienced in fiscal years 2009-2010 and 2010-2011, decreases in funding trigger a proportionate reduction in spending and commitments. ([III.D.2](#), [III.D.5](#))

The budget process is directly related and consistent with the mission and goals of the institution. All resources are coded and used according to the budget. To ensure resources are available and that each transaction is accounted for properly and in accordance with coding requirements and regulations, each transaction is reviewed prior to processing. ([III.D.26](#), [III.D.27](#), [III.D.28](#))

Mt. San Jacinto College allocates resources based on priorities outlined in the Educational Master Plan and the institutional priorities and goals. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become due. Included in the annual budget instructions is the district Resource Allocation Proposal (RAP) form as well as the Prioritization Allocation Rubric (PAR) that the Institutional Planning Committee (IPC) utilizes in evaluating and scoring the submitted RAP. As part of the funding criteria, the PAR includes the scoring criterion that addresses the college's mission and institutional priorities and goals. ([III.D.13](#), [III.D.21](#), [III.D.24](#), [III.D.25](#), [III.D.27](#))

The RAP requires that each augmentation request be tied to at least one of the annual institutional planning goals for a request to be considered for funding. It is at this crucial juncture that the institution-wide plans meet with the area specific plans to move the institution in the direction envisioned by master planning. ([III.D.21](#))

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements ensures that the expenses are consistent with the funding agency's mandates and the district's mission and goals. ([III.D.29](#))

As part of this challenging fiscal climate the district has taken tremendous strides to justify that expenditures meet department goals and district goals. During the district's Budget Development Cycle, departments are provided the opportunity to request additional funds to improve their programs. As part of this process a department is required to complete a RAP. The RAP requires the requestor to address how his or her requests support district goals, Program Review, Student Learning Outcomes (SLOs), Program Level Outcomes (PLOs), and Administrative Unit Outcomes (AUOs). After a RAP is submitted by a department chair, it is reviewed by the Institutional Planning Committee (IPC). The committee uses a scoring rubric to grade and rank the RAPs; each RAP has a possible 105 points to be awarded. ([III.D.21](#))

The scoring rubric includes the following criteria:

1. Program Review, SLOs, PLOs, AUOs, Measurable Goals (Maximum 25 points)
2. Alignment with Annual Institutional Goals (Maximum 25 points)
3. Alignment with Institutional Plans including, Educational Master Plan, Annual Institutional Goals, Project Goals (Maximum 20 points)
4. Contains measurable assessment outcomes derived from SLOs, PLOs, AUOs, Key Performance Indicators (Maximum 20 points)
5. Implementation Plan (Maximum 15 points)

The 2008-2009 fiscal year was the first year the committee scored and ranked the RAPs; however, due to fiscal restraints prioritized RAPs were not funded for that fiscal year.

During the 2009-2010 fiscal year Budget Development Cycle both the Budget Committee and IPC evaluated the allocation process which included scoring/ranking. As a result, the development of an ad-hoc group to review and revise the rubric scorecard was developed. In 2010, the sub-committee of the IPC refined the existing rubric and the result was a PAR which focused on elements of district plans including the Strategic Plan, institutional goals, unit

plans, and all elements of division outcomes, SLOs, PLOs, and AUOs. The RAP scores are based upon the demonstrated need in the various planning documents. The updated RAP and scorecard will be implemented in the 2011-2012 Budget Development Cycle. ([III.D.13](#), [III.D.21](#), [III.D.25](#))

During the Budget Development Cycle for the 2010-2011 fiscal year and to facilitate the transition from the BCP procedure to the newly adopted RAP process, the Dean of Business Services encouraged departments to submit their prior BCPs. Even though there were little or no funds available to augment a potential BCP, the Budget Development Instruction Memo strongly encouraged departments to submit any BCPs for consideration during the Budget Development Process. Linking budget preparation to planning is important for the district; therefore, this is a tool to demonstrate that the institution has followed this planning process. Included in the Budget Development Instructions for college leadership were the ranking criteria used to score the BCPs, thereby assisting in the development of a BCP. The BCPs were reviewed and scored using the established planning and resource allocation process. At that time, the Budget Committee determined that a recommendation be made to fund only a small number of allocation requests and that some of the funds be used to establish a technology reserve. ([III.D.30](#), [III.D.31](#), [III.D.32](#))

In addition to the BCPs for the 2009-2010 fiscal year, the following purchases were made in order to support the district goals.

- Video Surveillance Equipment—The Board of Trustees made college safety a priority by establishing Campus Safety/Security to Support Learning as a 2009-2010 institutional goal. In support of campus safety and security for district property, Keenan & Associates prepared a Physical Security Assessment Report for the district in September 2009. Keenan’s Assessment included reviewing policies and procedures pertaining to theft, vandalism, security procedures, and emergency management. Examples of security issues assessed during the site inspection were detection measures, alarm systems, video surveillance, security patrol, visibility, area lighting, and parking. One of the recommendations from the report was to install integrated video surveillance systems throughout the district. As part of phase one of a multi-phase project, Siemens Industry Inc. submitted a proposal to furnish and install equipment, mount and focus cameras, install software programs, test, and conduct end-user training. The focus of the project is to deploy an IP based system in the bookstores, cafeterias, cashier offices, and high traffic areas on both campuses. ([III.D.25](#), [III.D.33](#), [III.D.34](#), [III.D.101](#))

- MSJC Alert—In an ongoing effort to keep faculty, classified staff, administrators, and staff safe, Mt. San Jacinto College implemented a campus emergency notification system so that the institution can be prepared for unanticipated critical situations. Mt. San Jacinto College recognizes the important role that immediate communication plays in keeping its campus community safe. As part of the college’s comprehensive critical response plan, Blackboard Connect-ED communication service has been added. The Connect-ED service allows campus leaders to schedule, send, and track personalized voice messages to up to six phone numbers per student and district employees. ([III.D.100](#))

It immediately sends messages via four different modes of communication:

- voice messages to home phones, work phones, cell phones, and even e-mail addresses;
- text messages to cell phones, PDAs, networked digital signage, and other text-based devices;
- text messages to e-mail accounts;
- messages to TTY/TDD receiving devices for the hearing impaired.

Contact information included in the Connect-ED service will only be used for campus emergency notifications and will not be made available for any other service. ([III.D.27](#))

The Mt. San Jacinto College Budget Committee begins the annual budget and planning process with the creation of the budget development process and calendar. ([III.D.35](#))

The Budget Committee is a Shared Governance committee charged with:

1. recommending the parameters, process, and documentation for developing the annual budget;
2. reviewing and recommending the process by which the district’s funds is allocated;
3. assessing the effectiveness of all allocations in the prior and current years, including the administrative implementation of those allocations. ([III.D.36](#))

The scope of the work of the Budget Committee is determined by the college’s annual institutional goals identified by the Board of Trustees as expressed in the Strategic Plan, Educational Master Plan, Program Review, and the Facilities Master Plan. Each of these is developed in concert with institutional leadership

and constituents in a participatory framework. The calendar, after being developed by the Budget Committee is then forwarded to the College Council, who reviews, approves, and recommends the calendar be sent to the Board of Trustees for approval. This calendar is provided to the Board of Trustees for approval by October of each academic year and includes dates for presentation of the tentative budget, required public hearing(s), Board of Trustees study session(s), and approval of the final budget. ([III.D.22](#), [III.D.27](#), [III.D.37](#), [III.D.38](#), [III.D.39](#))

The annual budget supports the district's philosophy of integrating institutional planning using the tools of Educational Master Plan, Program Review, and the Facilities Master Plan as a foundation. In addition, the college uses state and local economic information, along with California Community College system funding information to determine projections for funding. A recently added element to the budget cycle is the February distribution of the projected revenue, budget parameters, and the established and prioritized college goals to all stakeholders including the Budget Committee. Individuals have an opportunity to view the underlying assumptions used in the establishment of the budget and respond. Once working revenue is projected and budget parameters are established and prioritized, annual goals and supporting materials are distributed to leadership for specific budget development. ([III.D.2](#), [III.D.13](#), [III.D.40](#))

A tentative budget is developed and presented to the Board of Trustees no later than June of the fiscal year. Assumptions upon which the budget is based are presented to the Board of Trustees for review. Throughout the year and leading up to the adoption of the budget, the entire college community is given information on the state's current fiscal outlook as well as factors relating to the future state budget. Included in this communication (in the form of e-mail and presentations) are the estimated impact of the state's budget as it relates to Mt. San Jacinto College. At a public hearing, interested persons may appear and address the Board of Trustees regarding the proposed budget or any item in the proposed budget. ([III.D.5](#), [III.D.7](#), [III.D.9](#), [III.D.10](#), [III.D.11](#), [III.D.12](#), [III.D.29](#), [III.D.41](#), [III.D.42](#))

SELF EVALUATION

Mt. San Jacinto College has refined its financial planning and development process to demonstrate the linkage between resource allocation and institutional planning. Systematic and data-driven Program Review for all areas of the institution has been successfully integrated with institutional planning and resource allocation processes as demonstrated through the RAP and PAR used to score, rank, and prioritize budget augmentation requests that are supportive to the district's planning agendas. The resource allocation process is

a new element in the district's planning model, having implemented three full cycles. After the completion of each cycle, the process is evaluated and assessed, thus continually evolving.

Transparency has been a key priority in ensuring the successful implementation of the district's resource allocation process. The district is fully aware of the need to continue to focus more on informing the faculty, classified staff and students of the resource allocation process. In the recent Accreditation Climate Survey given prior to the implementation of the new resource allocation process, only 59 percent of respondents responded that they have had the opportunity to provide input in prioritizing technology needs that affect their area. Additionally, only 30 percent responded with the fact that district funds are allocated through a process that is clearly understood. Although the district has been unable to schedule another survey to capture the general awareness of the new resource allocation process, the development of a Program Review Manual as well as the district's focus on systematic planning and assessment have been used as tools to respond to the lack of awareness demonstrated in the Accreditation Climate Survey.

Mt. San Jacinto College has improved in the area of disseminating information to the college community about the current fiscal situation of the state budget and its impact on the college. The college however, needs to inform its constituents about how to access that information. In the recent Accreditation Climate Survey, 69 percent responded that they have access to accurate data through presentations, websites, and reports. Mt. San Jacinto College continues to focus its efforts in the area of access to presentation data, via the college website and research reports. Additionally, the college continues to engage all areas of the institution to participate meaningfully in Shared Governance. Over 70 percent of the population responded favorably in the Accreditation Climate Survey that they were informed in a timely manner of significant college-wide issues. This was achieved as a result of a concerted effort of the administration to keep the college community apprised of the college fiscal position in a strained economic environment. In addition, 76 percent of college employees surveyed responded that they agreed that there are many forms of communication widely available at the college.

The college meets this standard.

PLANNING AGENDA

Additional attention will be placed on the RAPs and the PAR for the 2011-2012 budget development process. The college has committed to conducting additional workshops and special work sessions during faculty convocation to outline and detail the components of the budget development process, its

integration with the district's overall planning process, and the submission of RAPs. Departments will be encouraged and trained to develop RAPs that link a specific budget augmentation request to recommendations addressed within a department's Program Review and with the district's general planning models and documents

STANDARD III.D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Each year the budget process begins with the adoption of the district Budget Calendar. Before its adoption by the Board of Trustees in November, the draft is reviewed through the Budget Committee and College Council. Key dates are included with corresponding activities which impact the budget adoption. ([III.D.35](#), [III.D.37](#), [III.D.39](#))

After each budget, Business Services staff tracks any contractual increases as well as salary changes which could potentially increase the budget. This allows the district to review the fiscal impact of inflation as well as the economic factors which may adversely affect the revenue stream. In the past several years, this information has allowed us to estimate reduction amount of the expenditure budget and has been included as part of our budget instructions. All divisions and departments are given the opportunity to make reductions in their respective areas based upon their information and direction. The divisions and departments are given a total amount of reduction in their budget instructions and formulated their budget minus the reduction. ([III.D.13](#), [III.D.43](#), [III.D.44](#))

A draft budget is developed for review by the administration and Budget Committee after all budget information is received by the divisions and revenue estimated. In 2010-2011, there was a residual amount established and set aside as a "Resource Allocation Reserve" to fund augmentation requests forwarded through the planning process. ([III.D.2](#), [III.D.44](#))

Throughout the year, the Budget Committee reviews internal and external information pertaining to the budget. Impacts, both positive and negative, are assessed and incorporated into the annual budget instructions used to develop the Adopted Budget. Funding priorities, both during expansion and contraction, are identified at the Budget Committee level and forwarded to College Council in the form of a tentative budget and then the Adopted Budget is recommended. ([III.D.5](#))

In 2010, a sub-committee of the IPC refined the existing rubric and the result was a PAR which focused on elements of district plans including the Strategic Plan, institutional goals, unit plans, and all elements of division outcomes, SLOs, PLOs, and AUOs. The RAPs were scored based upon the demonstrated need in the various planning documents. Once this process was completed, the RAP results were reported back to IPC. Funded and unfunded proposals are returned to the originating divisions with feedback as to how they scored on the PAR. The feedback is specific to the institutional planning, goals, and outcomes. ([III.D.21](#), [III.D.40](#), [III.D.45](#))

Both the IPC and the Budget Committee receive feedback from the sub-committee about the strengths and weaknesses of the evaluation process of the RAPs. ([III.D.21](#), [III.D.40](#), [III.D.45](#))

SELF EVALUATION

Due to the fiscal crisis in the State of California, Mt. San Jacinto College has been diligent in continually reviewing and analyzing the budget and communicating the areas of concern and potential reductions to the constituents of the college. Reductions have been made in a strategic manner and have allowed each division the opportunity to identify their reductions and strategize as necessary. Information sessions and presentations will continue to be held for the Board of Trustees about the status of the current and future budget. These will be held at several intervals throughout the academic year.

The Budget Allocation Model allows the district to set aside a modest amount of funding towards budget augmentation. It also refined the process of resource allocation in a fiscally constrained environment. Through the use of RAPs and the PARs the Budget Allocation Model establishes funding priorities based on institutional goals and plans. The college has an institutional planning process that reflects meaningful evaluation of its financial resources both in regards to the availability and need. The Budget Allocation Model (BAM) has been established with participation of all constituent groups through the Budget Committee, IPC, and College Council. ([III.D.2](#))

The college meets the standard.

PLANNING AGENDA

The resource allocation process will continually be refined to strengthen allocation to planning. With a smaller sub-committee delving into the process at a more intimate level the district will build the capacity to systematically identify strengths and weaknesses of the process and assess how to move forward with this process. Feedback to the division upon submission of a RAP will be improved. Future plans are for divisions to receive feedback as to whether or

not their request was funded as well as how the particular RAP was ranked in regards to its integration with planning processes and documents.

STANDARD III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Mt San Jacinto College's resources are allocated based on priorities outlined in the Educational Master Plan. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become due. Short-range plans are reviewed periodically during the fiscal year in conjunction with the reasonable expectation of funding availability. Long-range plans are set and remain firm, insofar as the related Educational Master Plan objectives are similarly fixed. As more funds become available, additional spending priorities are met. Conversely, a decrease in funds triggers a proportionate reduction in spending and commitments. ([III.D.13](#))

The direct relationship between financial plans and funds availability is clearly presented in the district budget. The budget, in turn, is regularly monitored through periodic financial transfers and reports. ([III.D.1](#), [III.D.6](#))

The college must continuously restrain expenditures to prepare for known mandates that will be enforced in the coming fiscal years. One such mandate is set forth in Governmental Accounting Standards Board Statement No. 45, whereby the district is required, effective 2007-2008, to record the liability for retirees' health benefits. In 2008-2009, the district began a benefit trust for retirees with CalPERS to comply with the obligation to fund future retiree benefits. Each year, the district reviews its finances to quantify how much will be able to be contributed to the OPEB fund. ([III.D.6](#), [III.D.46](#), [III.D.47](#))

In 2008-2009, the Board of Trustees chose to increase the General Unrestricted Reserve Fund for future operating purposes. The current required reserve directed by the California Community College Chancellor's Office of five percent is segregated in the Board of Trustees Reserve Fund. In 2009-2010, the Board of Trustees Reserve Fund was funded at the level of approximately ten percent, half of which is set aside for future unfunded obligations or expenditures. ([III.D.1](#))

SELF EVALUATION

In terms of making short-range financial plans, the district takes into account future liabilities and long-range financial priorities and maintains sufficient

reserves to assure the fiscal stability of the institution, especially in constrained economic times. Plans for cash flow deferrals of revenue are implemented by the State of California.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.1.d.

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

The district formulates an annual budget through a participatory governance process that includes faculty, classified staff, administrators, and students. ([III.D.13](#))

The Budget Committee is charged with:

1. examining and recommending mechanisms by which allocation of discretionary funds are made;
2. evaluating administrative implementation of allocation mechanisms;
3. reviewing and recommending general fund requests outside the conventional allocation process;
4. reviewing the budget-development process and making recommendations for improvement.

Budget reports are brought to the College Council throughout the year, beginning with the annual budget calendar and ending with the recommendations for budget assumptions used in developing the Adopted Budget. ([III.D.5](#), [III.D.20](#), [III.D.36](#), [III.D.48](#))

Throughout the budget development cycle, information is presented to the Budget Committee with regards to revenue assumptions, budget reduction, and resource allocation. In 2009-2010, the Budget Committee appointed a sub-committee titled The Budget Cutting task force (comprised of faculty members, classified staff, and administrators) to come up with alternatives and solutions to deal with the significant reduction in state funding that the college was facing. This sub-committee quantified and added solutions to an existing list of items that could maintain fiscal stability in this constrained fiscal environment. A

recommendation letter with said reductions listed in order of priority was drafted to the Budget Committee. ([III.D.5](#), [III.D.12](#))

The Budget Committee has its own webpage on the district website. The agendas and minutes are posted to this site and there is a direct link to the site from the district's Budget Watch webpage. ([III.D.10](#), [III.D.49](#))

SELF EVALUATION

The district defines and follows its guidelines and processes for financial planning and budget development with all constituencies. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Significant improvements in the area of communication and involvement of faculty and classified staff in the budget development process have been implemented. The campus community has access to information available on the website, information distributed through the e-mail system, presentations during committee meetings, and other various campus meetings and gatherings. The district must continue to find alternative ways to involve and inform all of the college constituents.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

STANDARD III.D.2.a.

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

The college allocates resources based on priorities established by integrating institutional planning using the foundational guidelines outlined in the Educational Master Plan, Program Review, and the Facilities Master Plan. The direct relationship between the institution's stated goals and resource allocation is kept as an overarching commitment of the college by the quarterly

review of the college's financial status by College Council and three times annually by the Board of Trustees. ([III.D.24](#), [III.D.29](#), [III.D.50](#), [III.D.51](#), [III.D.52](#), [III.D.53](#))

State block grants and categorical funds are used to augment and enhance instructional services and student service programs funded through General Fund. In the recent years of fiscal decline and overwhelming demand of the consistent double digit growth experienced by the college, grant funding has been a tremendous benefit to Mt. San Jacinto College. As the Office Institutional Effectiveness and Planning has developed, the college has become more competitive and consequently has received more funding. This additional influx of funding ensures that funds from all available sources are leveraged to achieve the district's stated goals for student learning. ([III.D.1](#), [III.D.27](#), [III.D.54](#))

While the budget cycle includes receiving input in March and April from all sectors to establish individual budgets that support goals for student learning it remains largely up to administrators to ensure the allocation is adequate for the district's goals. The final result is a blending of system-wide and institution-wide plans with area and department plans. The role of the administrator becomes pivotal requiring them to reconcile, in collaboration with their constituents, the area plans (i.e.: unit and division plans, Program Review, Educational Master Plan) to formulate their budgets. ([III.D.24](#), [III.D.27](#), [III.D.50](#), [III.D.51](#), [III.D.52](#), [III.D.55](#))

Progress at the college to establish SLOs, PLOs, AUOs, and Institutional Learning Outcomes (ILOs) has been significant. As a next step, the college will further formalize connections in future cycles between establishment of the budget allocations and the college's stated goals for students. ([III.D.21](#), [III.D.56](#))

The audit report includes a management discussion and analysis section which is a requirement of Governmental Accounting Standards Board [GASB Nos. 34 and 35]. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. ([III.D.3](#))

The Vice President of Business Services, as delegated by Board of Trustees policy, is responsible for compliance and implementation of corrective action for any audit findings. The Vice President of Business Services serves on the College Council, is co-chair to the Budget Committee, and is a resource for both bodies as sub-delegated in Board of Trustees policy. The internal auditor for the district's compliance and internal control is the Dean of Business Services. ([III.D.57](#), [III.D.58](#))

SELF EVALUATION

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.

As outlined in the most recent audit, Mt. San Jacinto College is meeting all of the required budgeting and accounting standards and practices with no significant exceptions. The district responds to all annual audit findings and recommendations in a timely fashion to the best of its ability within existing financial restraints. The audit is published on the website and made available to district faculty, staff, the Board of Trustees, and the public. Evidence indicates that not all corrective actions identified in the audit are addressed and completed. One area that continues to be a challenge for the district is the collection of census rosters. ([III.D.59](#))

The tentative budget, final budget, and all audited financial statements for the district are available in Business Services as well as online.

The college meets the standard.

PLANNING AGENDA

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

STANDARD III.D.2.b.

Appropriate financial information is provided throughout the institution.

Increase in transparency throughout the district was an institutional goal for the 2009-2010 academic year. As such, many financial documents are distributed throughout the institution on an annual basis. In order to support this goal, Business Services launched the Budget Watch webpage in fall 2009. This page is directly linked from the college's home page and provides the community a central location for fiscal documents and updates. Included on this webpage are internal links to budget related documents, the Budget Committee, the Superintendent/President's budget message, and the Business Services webpage. External links includes the Governor's webpage, California Community College Chancellor's Office, California Department of Finance and the Community College Times. Additional documentation provided are the California Community College Chancellor's Office budget updates and newspaper articles from around the state highlighting the community college budgets. This webpage also includes Mt. San Jacinto College press releases that

pertain to the budget. With a frequently asked questions format wherein answers are posted on the site for full disclosure, the Budget Watch also allows an individual to submit a budget question and provide feedback to Business Services. Additionally, all budget presentations made throughout the year are available on this site for review. ([III.D.10](#), [III.D.27](#))

The Budget Committee plays a critical role in ensuring that financial information is provided throughout the institution and to the various constituencies.

The scope of work of the Budget Committee is determined by the annual institutional goals that are developed by IPC and approved by the Superintendent/President and adopted by the Board of Trustees. These annual institutional goals are expressed in the:

- State Strategic Plan
- Educational Master Plan
- Program Reviews
- Facilities Master Plan

[\(III.D.36\)](#)

The Budget Committee meets monthly and includes four faculty, four classified staff, four administrators, and two students. This committee is part of Shared Governance and is open to all faculty, staff and students to attend. The Budget Committee schedules its meetings during College Hour in order to allow for more student and faculty participation. Individuals who are unable to attend the Budget Committee meetings are able to access the meeting agenda and minutes via this committee site. Also posted on this webpage are the Adopted Budgets since 2004, current audits and the Board of Trustee Approved Budget Calendars. ([III.D.5](#), [III.D.36](#), [III.D.48](#), [III.D.49](#))

There is a symbiotic relationship between the Budget Committee and the IPC. The Budget Committee drives the budget development process including submission of the RAPs and the IPC develops and refines the PAR to score and document the RAPs link to planning as it relates to the college. The connection between the two committees is their involvement in the process of planning and resource allocation. The IPC has the responsibility of the scoring rubric and the Budget Committee reviews the resource allocation process utilizing the IPC's refined PAR. The recommendations of the Budget Committee are sent directly to the Superintendent/ President prior to the issue of the budget development documentation in March. Information and copies of the recommendations are published on the Budget Committee webpage, and are sent to the College Council. ([III.D.5](#), [III.D.53](#), [III.D.60](#))

In addition to the websites and committee dissemination practices, the district employs other methods to distribute appropriate financial information about budget, the district's fiscal condition, financial planning and audit results. The following outlines some of the methodologies used to disseminate information in a timely manner

- “Brown Bag” Lunches — Beginning in spring 2009 the Superintendent/President and the Executive Cabinet have been hosting “Brown Bag” lunches for the college community. The goal is to promote open and effective communication. The Mt. San Jacinto College Budget and State budget has been a focus of the “Brown Bag” lunches. ([III.D.8](#))
- Convocation and Faculty Required FLEX Day — Due to fiscal instability of California, it was a priority of the administration to insure that the Mt. San Jacinto College community was informed about the college's budget. During convocation in fall 2009 and spring 2010 semesters the Vice President of Business Services and Dean of Business Services provided the college faculty with fiscal updates. All presentations were posted on the Budget Watch webpage. ([III.D.7](#), [III.D.10](#), [III.D.61](#))
- State of the College and Classified Development Day — In fall 2009 Mt. San Jacinto College hosted the State of the College for faculty and classified staff. The State of the College was conducted at both the San Jacinto and Menifee learning sites. At this meeting the Vice President of Business Services had the opportunity not only to present on the State and college budget but answer questions of concern for staff members. In spring 2010 during the Classified Staff Development Day the Vice President of Business Services was given the opportunity to provide another fiscal update to the Classified Staff. All presentations are posted on the Budget Watch webpage. ([III.D.10](#), [III.D.62](#), [III.D.63](#))
- Board of Trustees — The Board of Trustees are provided quarterly financial status reports, CCFS 311Q, and the district and Auxiliary financial reports. The Board of Trustees is a public meeting and agenda items are available on the college's website. The Tentative Budget and the Adopted Budget are presented to the Board of the Trustees on an annual basis. Both the Tentative and Adopted Budgets are placed on the Budget Committee website and are reviewed by the Budget Committee prior to Board of Trustees approval. ([III.D.5](#), [III.D.6](#), [III.D.29](#), [III.D.41](#), [III.D.49](#), [III.D.64](#), [III.D.65](#))
- Audits — audits are reviewed by the Board of Trustees annually. The district contracts out with a private firm and results of the audits are posted on the Budget Committee webpage. Audits are discussed at the

Budget Committee and at College Council. ([III.D.3](#), [III.D.5](#), [III.D.49](#), [III.D.53](#), [III.D.65](#))

- Online Requisition Program - In January 2010, the district implemented an online requisitioning program through the district's Galaxy Financial Program. Prior to this individuals only had access to view their budget. With this new program departments are able to track their purchase requests from the beginning of the process to the end of the process, allowing them more accurate account of their budgets. This online system contains up-to-date financial information. ([III.D.28](#), [III.D.66](#), [III.D.67](#))

SELF EVALUATION

Appropriate financial information is provided throughout the district through Board of Trustee meetings, Budget Committee, IPC, district published documents, various websites, Brown Bag sessions, and other presentations offered throughout the academic year.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.2.c.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Mt. San Jacinto College maintains sufficient cash flow and reserves to maintain financial stability. The district uses Tax and Revenue Anticipation Notes (TRAN) each year to ensure stability in cash flow and to prevent program disruption during the year. Long-term financing has been achieved in the form of leases when the cost of capital validates this financing option. ([III.D.68](#), [III.D.69](#), [III.D.70](#))

The five percent reserve level has been established by the California Community College Chancellor's Office as a "prudent" reserve level. The Board of Trustees has met the prudent reserve threshold, and during the last three years of economic downturn, has funded reserves at or in excess of the five percent level. Reserve levels were as follows:

- 2006-2007 Ending Balance \$3,034,085 Reserve \$ 2,400,000 5.00%

- 2007-2008 Ending Balance \$4,547,796 Reserve \$ 4,200,000 7.34%
- 2008-2009 Ending Balance \$7,707,777 Reserve \$ 6,169,000 10.33%
([III.D.70](#), [III.D.71](#), [III.D.72](#))

In 2008-2009, the Board of Trustees chose to increase the General Unrestricted Reserve Fund for future operating purposes. The current required reserve directed by the California Community College Chancellor's Office of five percent is segregated in the Board of Trustees Reserve Fund. In 2009-2010, the Board of Trustees Reserve Fund was funded at a level of approximately ten percent which could be used for cash flow purposes on approval from the Board of Trustees. The Board of Trustees approved a resolution that allows temporary internal borrowing of district funds. This allows the district to borrow internally for cash flow purposes from other district funds. ([III.D.1](#), [III.D.64](#), [III.D.73](#))

In addition, the County of Riverside Board of Supervisors may approve a short term loan for the district for cash flow purposes. ([III.D.74](#))

The primary source of financial support for Mt. San Jacinto College comes from state apportionment, property tax, and enrollment fees. The district uses tax and revenue anticipation notes (TRAN) each year to ensure stability in cash flow and to prevent program disruption during the year. Long-term financing has been achieved in the form of leases when the cost of capital validates this financing option. Together, these components comprise the district's revenue limit. ([III.D.69](#), [III.D.75](#), [III.D.76](#))

The college participates in several joint powers agencies (JPAs). The district is self-insured for loss by liability, property, electronic data processing equipment, crime, equipment breakdown, and excess liability through the Statewide Association of Community Colleges (SWACC), currently comprised of 26 individual colleges and two multi-district JPAs. ([III.D.77](#))

The SWACC also covers worker's compensation insurance. The SWACC coverage for liability ranges from \$5,000 to \$15,000. The SWACC coverage for property ranges for \$10,000 to \$150,000. Excess private carriers insure property losses that may exceed the SWACC coverage up to \$1 million per occurrence. ([III.D.77](#))

The district also participates in the Community Colleges/Riverside County Superintendent Insurance Program for Employees (SIPE) to cover excess insurance. ([III.D.78](#))

Additionally, the district maintains a self-insurance fund to provide for safety management and uninsured losses. The district's self-insurance fund (BAM Fund Code 61) is maintained as a reserve against uninsured loss and safety loss

control. Insurance claims require a \$10,000 deductible for each claim. ([III.D.1](#), [III.D.4](#))

SELF EVALUATION

As evidenced above, the district has sufficient cash flow through the use of TRANS. Due to its high level of reserves, the college is able to use the money to achieve fiscal viability and stability. In addition, the institution has several strategies for appropriate risk management and plans to meet financial emergencies and any unforeseen occurrences through its membership in the SWACC, SIPE, and JPA self insurance pools.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.2.d.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The Subsidiary Accounting Office audit processes include allocation of resources to evaluate, improve, and change the various financial systems to meet the needs of the subsidiary organizations and to identify and solve problems before major audit exceptions occur. Process evaluation and improvement are continual. Evaluation and improvement are vital, as resources are limited; thus, efficiency and effectiveness are top priorities. The staff actively participates in hands-on training and maintenance of support documentation as changes are implemented. The financial management systems utilized for the subsidiary organization are modern and efficient.

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements ensures that the expenses are consistent with the funding agency's mandates and the district's mission and goals. ([III.D.79](#))

The college contracts with an accounting firm to perform an annual audit. In the last six years, there have been the following findings:

- Fiscal Year 2003-2004: No Financial Statement findings, No Federal compliance findings, one State compliance finding and one Internal Control Finding.

The State Compliance finding: Salaries of Classroom Instructors (50% law) - One employee is coded as instructional and should not be. The Internal Control finding: The district did not properly update the Capital asset depreciation schedule during the year on a timely basis.

- Fiscal Year 2004-2005: No Financial Statement findings, No Federal compliance findings, one State compliance finding and No Internal Control finding.

The State Compliance finding: Gann Limit Calculation error – 5% error affected the 2005-2006 Appropriation Limit but did not affect the 2005-2006 Appropriations Subject to Limit.

- Fiscal Year 2005-2006: No Financial Statement findings, No Federal Findings, one State Compliance finding and No Internal Control finding.

The State Compliance finding: The district did not maintain any self-assessments for non-credit courses.

- Fiscal Year 2006-2007: No Financial Statement finding, No Federal compliance finding, one State compliance finding, and No Internal Control finding.

The State Compliance finding: The district did not maintain census rosters for several courses.

- Fiscal Year 2007-2008: No Financial Statement Finding, No Federal compliance finding, Four State Compliance findings and Two Internal Control findings.

The State Compliance findings: (1) Requirement for Minimum qualifications met. Two personnel files did not demonstrate the proper documentation for minimum qualifications. The district is still in compliance with the 50% law. (2) The district did not maintain census rosters for several courses. (3) Instructors did not maintain census rosters for several students. (4) CalWORKs program. One student given financial aid, but did not qualify for it.

The Internal Control Finding: (1) New Audit Standard, the auditor cannot be a component of the district's internal control system. The district was not capable of preparing, reviewing and approving full disclosure financial statements in conformity with GASB #35. (2) I-9 form missing from Personnel files

- Fiscal Year 2008-2009: No Financial Statement findings, No Federal compliance findings, Two State Compliance findings, and one Internal Control finding.

The State Compliance findings: (1) The district did not maintain census rosters for several courses. (2) Instructors did not maintain census rosters for several students.

The Internal Control finding: The district's personnel were not capable of preparing, reviewing, and approving full disclosure financial statements in conformity with GASB #35.

Management agrees with all the findings and has made an aggressive effort to correct all findings. ([III.D.3](#))

SELF EVALUATION

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The college meets the standard.

PLANNING AGENDA

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

STANDARD III.D.2.e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Mt. San Jacinto College auxiliary and subsidiary organizations are included in the scope of the district's annual audit, which examines all funds and auxiliary organizations for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices. All subsidiary funds are required to comply with established and adopted Board Policies and Administrative Procedures of the district. ([III.D.1](#), [III.D.3](#), [III.D.80](#), [III.D.81](#))

The following represents auxiliary services at Mt. San Jacinto College and are audited:

- Foundation – a district operation which provides support to students, district programs, and facilities in the form of scholarships, special funding for equipment and other program needs;

- Student Government Association – a student government organization to raise funds for the promotion and general welfare, morale, and educational experience of the student body;
- Financial Aid – a trust fund established for direct payment of government funded student financial aid including grants and loans or other funds intended for similar purposes as well as the district matching share of payments to students;
- Student Representation – a trust fund designated for funds collected to provide for a student representation fee per semester if approved by two-thirds of the students voting in the election. This provides for the support of governmental affairs representatives who may be stating their positions and viewpoints before city, county, district governments, and agencies of the State government.

Categorical programs are subject to random audits by funding agencies. The district is periodically audited for compliance by the State Board of Equalization and the Internal Revenue Service. ([III.D.82](#), [III.D.83](#))

The Office of Institutional Effectiveness and Planning is available to faculty, classified staff, and administration in the development of grant proposals that are consistent with the college's mission and goals. This office completes annual reports that include the following information: all new proposals by title and funding agency, date submitted, current year requested amount, total requested amount, and funding status (pending, funded, not-funded). They prioritize projects based on institutional priorities and participate in the IPC and Program Review process, identifying departmental objectives aligned with college goals. Grant project directors whenever possible and appropriate, incorporate their work on grants into the institutional planning process.

Together in collaboration with the Business Services Categorical Accounting Specialist, the Office of Institutional Effectiveness and Planning and Business Services maintains audit-ready files for all active projects and stores records for all closed projects for at least five years after grant completion. All paperwork related to grant expenditures (requisitions, reimbursements, and relevant forms) are processed through Business Services. This process ensures that funds are spent in accordance with applicable federal, state, and/or local regulations, as well as alignment with specific funding agencies' allowable and unallowable costs. When grant projects need to revise original budget requests, the Office of Institutional Effectiveness and Planning assists project directors in requesting revisions following the appropriate funding agency and college processes and procedures.

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements ensures that the expenses are consistent with the funding agency's mandates and the district's mission and goals. ([III.D.84](#))

SELF EVALUATION

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. All audits have confirmed that funds are expended with integrity and in a manner consistent in supporting the mission and goals of the district.

Each auxiliary is expected to be self supporting and to maintain individual financial records, record of purchase of equipment and supplies, to make financial deposits, to initiate purchase requisitions, and to perform annual inventories. Each auxiliary operation is included in the district annual independent audit.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.2.f.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Contractual agreements at Mt. San Jacinto College include the following types: grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology.

All contracts are submitted to Business Services by the contracting division or department via a Contract Request Form (CRF). The Dean of Business Services reviews each contract for the fiscal impact, risk component, termination clauses, standards of conduct, and any language that may have potential exposure for the district. ([III.D.85](#), [III.D.93](#), [III.D.94](#))

Any recommended changes are sent back to the originator of the CRF to work with the contracting agency to make any necessary changes and then resubmitted with those changes. Once that review is complete, the contract is sent to the Vice President of Business Services for review and signature. All

contracts are maintained in a database and filed with Business Services. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

Grants

- All grants go through the Grant Development Approval Process (except for student scholarship grants). All grant applications must be approved by the area Vice President, the Grants Office, Business Services, and the Superintendent/President. In addition, all grants must follow Business Service's contract procedures. Quarterly reports go to Business Services and the Superintendent/President's office regarding all grants submitted and awarded.
- All requests for grant funding must be submitted to the Office of Institutional Effectiveness and Planning on the proper approval form. Completed proposals must include how the proposed project or use of funds relates to the college's mission, Educational Master Plan, and institutional goals and priorities. ([III.D.86](#))

Construction Contracts

- New construction, renovations, and major alterations or repairs are coordinated by the Vice President of Business Services according to priorities outlined in the institution's planning documents, including the Educational Master Plan, Facilities Master Plan, the Strategic Plan, and the Technology Master Plan. All preliminary drawings and construction cost estimates are submitted to the Board of Trustees for approval before drawings and specifications are submitted to the California Community College Chancellor's Office and the State Department of General Services as required by statute. ([III.D.1](#), [III.D.4](#), [III.D.24](#), [III.D.50](#), [III.D.52](#), [III.D.87](#), [III.D.88](#), [III.D.89](#))

Instructional Service Agreements

- Contract education is dedicated to meeting the needs of local businesses and economic development entities, which satisfies one of the missions of the California Community College system to provide economic and workforce development to the community. Job market studies of the labor market area are conducted prior to establishing a vocational or occupational training program to discern if the need justifies the cost. Programs are judged based on prevailing and projected wage rates and anticipated growth rates. Courses are

designed to provide instruction and to enhance the physical, mental, moral, economic, or civic development of the students. ([III.D.90](#))

Contracts for Information Technology

- Any contracts entered into for the purchase, development, procurement, maintenance, or use of electronic or information technology require that the vendor certify that it complies with the mandates of section 508 of the Rehabilitation Act of 1973 and its related regulations. Section 508 ensures that people with disabilities have easy access to software applications, web-based systems, video and multimedia products, and other technology. Each technology contract requires that the vendor warrants its compliance with section 508 and agrees to respond promptly to complaints regarding accessibility of its products or services. Further, the contract contains a stipulation in which the vendor agrees to hold the district harmless from any claim arising out of its failure to comply with section 508. (Failure to comply constitutes a breach of the contract and is grounds for termination of the agreement). ([III.D.91](#))

Independent Contractor Agreements for Personal and Professional Services

- The Superintendent/President, Vice President of Business Services, and the Dean of Business Services are the only persons authorized by the Board of Trustees to sign a contract as an enforceable obligation on behalf of the district – regardless of the dollar amount. For services of \$25,000 or more, Board of Trustee approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature and individual contractors must meet specific criteria. Consultants may not be employees of the district except under certain conditions. ([III.D.92](#))
- Any commitment of funds must be submitted on a CRF and be pre-approved by Business Services. Contract Request Forms require proper signatures, and services are not to be rendered until a fully executed contract is in place. All contracts are reviewed by the institution’s legal advisors and verbiage is included to protect the interests of the college in case of substandard work, project delays, and other breaches of contract. The awarding of contracts in excess of the official set bid limit shall comply with the district’s competitive sealed bidding process. ([III.D.85](#), [III.D.93](#), [III.D.94](#))

Instructional Service Agreements

- Requests for instructional service agreements follow a contract process that must be approved by both Business Services and the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing college hiring standards and must be approved by the Board of Trustees as well. Research is done to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized. ([III.D.85](#), [III.D.93](#), [III.D.94](#), [III.D.95](#), [III.D.96](#))

SELF EVALUATION

College policies and procedures govern all contractual agreements with external agencies/entities and are consistent with the college's mission and goals. These policies also include appropriate provisions to maintain the integrity of the institution. All contracts entered into by the district are handled in a timely and efficient manner and in accordance with public codes and Board of Trustee Policies.

The college has the ability to serve notice on all contracts that do not meet the standards of quality required by institutional policy, procedure, and practice.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.2.g.

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The district utilizes software provided by Riverside County Office of Education (RCOE) for its financial management and reporting on all district funds except for the subsidiary funds. Business Services keeps apprised of any new updates to the software that will allow the college to improve the access, timing, and flow of financial processes and information. ([III.D.97](#), [III.D.98](#))

In 2009, staff implemented an online requisition process that allowed college staff the ability to automate purchase requisitions through the procurement and approval process. This also created real time expenditure and encumbrance

data to be accessed by staff in order to more closely track budget expenditure and availability. During the implementation process of online requisitioning, staff was given additional access and training on how to access and interpret financial data. Since that time, college staff has become more active in the area of automation and retrieval of financial information to base their decisions upon. After the first full year of online requisitioning, a workshop was held to assess the implementation and operation of online requisitioning and financial reporting to see if it was meeting the needs of staff. It was considered an overwhelming success and several suggestions on refinement of the process were implemented. ([III.D.66](#), [III.D.67](#))

As part of the requisition process, users are given screen permissions to access financial data online. This can be downloaded into spreadsheet software so that staff can utilize it to monitor and forecast financial projections and expenditures.

The college contracts with an accounting firm to perform an annual audit. The auditors prepare the statements and findings to provide the district feedback on its processes. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also provide a Board of Trustees presentation as to the opinion of the financial statements. ([III.D.3](#))

The institution has made increased efforts to define performance outcomes and to determine the best allocation of resources to enhance student performance. Business Services defines activities deserving of priority status based on the Board of Trustee's goals. The department records its accomplishments and prepares a year-end progress report for all stakeholders. ([III.D.27](#), [III.D.99](#))

Institutional leaders have placed a greater emphasis on assessment, paying particular attention to the degree of success attributed to particular resource allocations. All areas of the institution, including Business Services, have undergone recent Program Reviews. The Program Review process includes self-assessment and plans for improvement. This information is useful in determining budget priorities for current and future years. ([III.D.21](#), [III.D.25](#))

SELF EVALUATION

The institution regularly evaluates its financial management processes and uses the results of the evaluation to improve processes and practices. Mt. San Jacinto College has an annual external audit that provides feedback on its processes. The audit and any findings are presented during exit interviews and during a Board of Trustees presentation.

The college consistently reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs. As demonstrated, Mt. San

Jacinto College evaluates its financial management structure and uses those evaluation results as the impetus for cyclical improvement.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD III.D.3.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

On a monthly basis the district assesses the effective use of financial resources by evaluating actual revenue and expenditures and comparing it to the fiscal year budget. More in-depth assessment occurs at the department, unit, and division level when focusing in particular areas and or programs.

Systematic planning and assessment for the effective use of financial resources is included by the Board of Trustees as a district goal to maintain fiscal stability. There is continued commitment by the district to place a significant emphasis on fiscal integrity as one of its highest priorities. ([III.D.27](#))

Part of the process for assessing the effective use of resources is through the RAP and the PAR process that occurs annually at the Budget Committee as well as the IPC. ([III.D.5](#), [III.D.60](#))

The district continues to assess and evaluate its processes as evident by the work of the IPC ad-hoc committee who reviewed and assessed the existing process of the BCP and the Balanced Scorecard. Major modifications and recommendations were made to the Budget Committee and IPC who adopted the RAP and the PAR to replace these previous existing documents. Within the newly refined documents were clear links with the district's planning documents, Program Review, and assessment processes. Also included in these modifications was a clearly delineated implementation plan and assessment component. ([III.D.5](#), [III.D.21](#), [III.D.25](#), [III.D.31](#), [III.D.45](#), [III.D.60](#))

SELF EVALUATION

The district systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvements. The RAP and PAR processes, which are based on data derived from programs reviews and linked to the college's strategic goals and initiatives, are used to assess the use

of financial resources by evaluating the effective use of one-time or ongoing budget allocations.

In addition, Business Services performs a monthly review of actual budget expenditures and revenues as another method to ensure that the district assesses its use of financial resources systematically and effectively.

In addition, the Budget Committee and the IPC both evaluate the budget development and resource allocation process annually.

The college meets the standard.

PLANNING AGENDA

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

Standard III.D References

- III.D.1 [Adopted Budget 2010-2011](#)
- III.D.2 [Adopted Budget - Budget Allocation Model 2010-2011](#)
- III.D.3 [Financial Audit Fiscal Year Ending June 30, 2010](#)
- III.D.4 [Total Budget Schematic - All Funds, 2010-2011 Adopted Budget](#)
- III.D.5 [Budget Committee Agendas & Minutes](#)
- III.D.6 [Budget Presentation to Board of Trustees](#)
- III.D.7 [Faculty Flex Day Presentation](#)
- III.D.8 [Brown Bag Lunches](#)
- III.D.9 [President's Message](#)
- III.D.10 [Budget Watch Webpage](#)
- III.D.11 [Maintaining Fiscal Stability](#)
- III.D.12 [Budget Cutting Task Force](#)
- III.D.13 [Budget Instructions/Position File](#)
- III.D.14 [Budget Training Sessions](#)
- III.D.15 [HRSR](#)
- III.D.16 [Position Control Budget File](#)
- III.D.17 [MSJCLinks Newsletter](#)
- III.D.18 [Planning Driven Budget Development Process](#)
- III.D.19 [Shared Governance Document, page 15](#)
- III.D.20 [Budget Committee Goals](#)
- III.D.21 [Prioritization Allocation Rubric \(PAR\)](#)
- III.D.22 [College Council Agenda & Minutes, Budget Calendar, November 8, 2010](#)
- III.D.23 [College Council Agenda & Minutes, Adopted Budget, October 11, 2010](#)
- III.D.24 [Educational Master Plan](#)
- III.D.25 [Resource Allocation Proposal \(RAP\)](#)
- III.D.26 [Mission Statement](#)
- III.D.27 [Board Goals](#)
- III.D.28 [Online Requisitioning Manual and Instructions](#)
- III.D.29 [Quarterly Financial Statements to BOT](#)
- III.D.30 [Budget Development Memo Regarding BCP's 2010-2011](#)
- III.D.31 [Institutional Planning Committee Ad-Hoc, BCP Scoring](#)
- III.D.32 [Budget Committee Minutes, Establish Tech Reserve, April 7, 2011](#)
- III.D.33 [Physical Security Assessment Report by Keenan & Associates, September 2009 – Confidential](#)
- III.D.34 [AP 6521 - Security Monitoring and Recording](#)
- III.D.35 [Budget Calendar](#)
- III.D.36 [Budget Committee Charge](#)
- III.D.37 [College Council Minutes, Budget Calendar Approval, November 8, 2010](#)

- III.D.38 [BP 6200 - Budget Preparation](#)
- III.D.39 [Board of Trustees Agenda, Adoption of Budget Calendar, November 10, 2010](#)
- III.D.40 [Budget Committee Agendas & Minutes, February 3, 2011](#)
- III.D.41 [Board of Trustees Agenda, Adoption of Tentative Budget, June 10, 2010](#)
- III.D.42 [Budget Hearing Notice of Publication](#)
- III.D.43 [Budget "Red List"](#)
- III.D.44 [Preliminary Budget Allocation Model \(BAM\) Reviewed by Budget Committee](#)
- III.D.45 [Institutional Planning Committee \(IPC\) PAR/BCP Ad Hoc Committee BCP Reviews](#)
- III.D.46 [CALPERS OPEB Trust](#)
- III.D.47 [GASB 43/45 Annual Valuation](#)
- III.D.48 [Shared Governance Document](#)
- III.D.49 [Budget Committee](#)
- III.D.50 [Educational Master Plan](#)
- III.D.51 [Program Reviews](#)
- III.D.52 [Facilities Master Plan](#)
- III.D.53 [College Council Agenda & Minutes](#)
- III.D.54 [Report of Historical Growth in District](#)
- III.D.55 [Division Goals](#)
- III.D.56 [Student Learning Outcomes \(SLO\), Department Learning Outcomes \(DLO\) and Administrative Unit Outcomes \(AUO\)](#)
- III.D.57 [BP 6400 - Audits](#)
- III.D.58 [AP 6400 - Audits](#)
- III.D.59 [Memo from Dr. Anderson Re: Census](#)
- III.D.60 [Institutional Planning Committee \(IPC\) Agendas and Minutes](#)
- III.D.61 [Convocation Presentation](#)
- III.D.62 [State of the College Presentation](#)
- III.D.63 [Classified Staff Development Day Presentation](#)
- III.D.64 [311 Quarterly and 311 Annual Reports to Board](#)
- III.D.65 [Board of Trustees Agendas and Minutes](#)
- III.D.66 [Galaxy Online Requisitioning Training Sessions](#)
- III.D.67 [Galaxy Online Requisitioning Follow-Up Meeting & Survey](#)
- III.D.68 [TRAN Cashflow Analysis](#)
- III.D.69 [TRAN Note](#)
- III.D.70 [Adopted Budget 2007-2008](#)
- III.D.71 [Adopted Budget 2008-2009](#)
- III.D.72 [Adopted Budget 2009-2010](#)
- III.D.73 [Board Approved Temporary Borrowing Resoultion](#)
- III.D.74 [RCOE Correspondence re: Cash Flow Borrowing](#)

- III.D.75 [Lease Revenue Bond Documents for 2003 & 2008](#)
- III.D.76 [P-1 Exhibit C, 2011](#)
- III.D.77 [SWACC JPA Documentation](#)
- III.D.78 [SIPE Documentation](#)
- III.D.79 [Federal Grant Reconciliations](#)
- III.D.80 [BP 3600 - Auxiliary Organizations](#)
- III.D.81 [AP 3600 - Auxiliary Organizations](#)
- III.D.82 [Title V STEM Review/Audit](#)
- III.D.83 [EDD Audit](#)
- III.D.84 [EDA ARRA Review/Audit](#)
- III.D.85 [Contract Request Form and Procedures](#)
- III.D.86 [Grant Procedures and Processing](#)
- III.D.87 [Strategic Plan](#)
- III.D.88 [Technology Master Plan](#)
- III.D.89 [FUSION Database](#)
- III.D.90 [Instructional Services Agreements Procedures](#)
- III.D.91 [Information Technology \(IT\) Contract Vendor Certification](#)
- III.D.92 [Board Authorization of Signatories](#)
- III.D.93 [BP 6340 - Contracts](#)
- III.D.94 [AP 6313 - Contract Requests](#)
- III.D.95 [BP 7120 - Recruitment and Hiring](#)
- III.D.96 [AP 7120 - Recruitment and Hiring](#)
- III.D.97 [RCOE Galaxy Contract](#)
- III.D.98 [RCOE Correspondence Galaxy/CC Updates](#)
- III.D.99 [Business Services Goals Report](#)
- III.D.100 [Facilities Condition Assessment](#)
- III.D.101 [Board of Trustee Minutes, Video Surveillance Approval, May 13, 2010](#)

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

STANDARD IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Mt. San Jacinto College's administration recognizes and understands the scope of work, dedication and determination it takes for a community college to be effective. From the daily facilities' operations to offering a quality education to the students, the goals and priorities the college has identified under the leadership of the administration supports and makes it possible to carry out the institution's mission. Each year, goals are established and the entire Mt. San Jacinto College staff is expected to work towards the execution of those goals. The college goals are shared with the faculty and classified staff at Convocation, reported at the State of the College, as well as being posted on the college's website. The goals, as well as reporting how much was achieved during the academic year, are shared with the Board of Trustees. The update on institutional goals was shared with the Board of Trustees on March 10, 2010. The Accreditation Climate Survey (ACS) conducted in August 2010, revealed that 80 percent of those who participated in the survey agreed that Mt. San Jacinto College's mission statement is clearly communicated, 87 percent agreed that the mission statement clearly identifies the educational purposes of Mt. San

Jacinto College, and 88 percent agreed that the mission statement supports learning. ([IV.A.1](#), [IV.A.2](#), [IV.A.3](#), [IV.A.7](#), [IV.A.8](#), [IV.A.11](#), [IV.A.12](#), [IV.A.23](#))

Mt. San Jacinto College established eight goals for the 2009-2010 academic year. The eight goals were:

1. improve student success;
2. implement an integrated systematic planning and assessment model;
3. improve administrative processes and operations while keeping them transparent;
4. improve community perception and awareness;
5. enhance staff development;
6. improve the organizational culture;
7. improve campus safety and security to support learning;
8. maintain a fiscally sound position. ([IV.A.1](#))

Goals established to fulfill the Mt. San Jacinto College mission statement have successfully been a work in progress. District goals continue to reflect the institutional leadership's commitment to maintain and improve an environment for empowerment, innovation, and excellence. After further evaluation, the 2009-2010 institutional goals were narrowed to five institutional goals. This has sharpened the college's focus on its mission and core values, emphasizing the institutional leadership's commitment to excellence. The five goals for 2010-2011 are:

1. Student Success
2. Systematic Planning and Assessment
3. Fiscally Sound Position
4. Institutional Pride and Organizational Culture
5. Community Partnership and Service

([IV.A.46](#))

The leadership communicates these goals to faculty, classified staff, administrators and students through the college website, staff meetings, Convocation, and other professional development activities. ([IV.A.2](#), [IV.A.7](#), [IV.A.13](#), [IV.A.14](#), [IV.A.41](#))

By reviewing the past, assessing the present, and looking toward the future, Mt San Jacinto College implements the improvements necessary to fulfill its mission thereby maintaining excellence.

College constituencies expect continual goal enhancements; a dynamic, not static, response to the changing needs of students and the ability and willingness of instructional and support programs to meet those needs. This is evidenced through the ACS, 81 percent agreed Mt. San Jacinto College makes changes to improve student learning. ([IV.A.3](#))

Improvements are disseminated to all college employees. Per the ACS, 70 percent agreed they are informed in a timely manner of significant college-wide issues and 76 percent agreed there are many forms of communication widely available at the college. These include: college website, e-mail, marquees at both campuses, monthly e-newsletter from the Superintendent/President, Convocation, and Brown-Bag lunches. ([IV.A.1](#), [IV.A.7](#), [IV.A.13](#), [IV.A.49](#))

Once the information has been conveyed, staff participation in governance is wide-spread and meaningful. In fact, per the ACS, 84 percent agreed that they understand their role in helping Mt. San Jacinto College achieve its goals. Participation in the institutional planning efforts is made available through the Shared Governance committees. Individuals may bring forward ideas for institutional improvement through the department chairs, deans, Vice Presidents and respective representatives serving on Shared Governance committees. Additionally, Board of Trustees meetings are held every second Thursday of the month, allowing a venue for further input. ([IV.A.3](#), [IV.A.22](#), [IV.A.48](#))

The institution articulates the responsibilities of individuals to develop ideas for improvements in their areas of responsibility through Convocation, faculty and classified staff meetings, department meetings as well as State of the College presentations. ([IV.A.2](#), [IV.A.7](#), [IV.A.12](#), [IV.A.14](#), [IV.A.23](#))

Each year, faculty and classified staff choose the committees on which they want to serve as outlined in Board Policy 2510 - Participation in Local Decision Making. Committee memberships provides the faculty and staff an opportunity to dialogue, collaborate and formulate suggestions and improvements that can be presented to the Mt. San Jacinto leadership. The Academic Senate monitors faculty who serve on which committees and openly communicates which committees need participants. A complete and current list of committees is e-mailed to faculty and classified staff at the beginning of each academic year and available through the Academic Senate website. It is this Shared Governance process that enhances the institution's mission and dedication to student learning. ([IV.A.52](#), [IV.A.54](#))

SELF EVALUATION

Once the information has been conveyed, staff participation in governance is wide-spread and meaningful. In fact, per the ACS, 84 percent agreed that they

understand their role in helping Mt San Jacinto College achieve its goals. Participation in the institutional planning efforts is made available through Shared Governance committees. Individuals may bring forward ideas for institutional improvement through the department chairs, deans, Vice President's, and constituent representatives serving on Shared Governance committees. This process lends itself to a practice whereby institutional improvement is a work in progress that can be updated, changed, and adjusted by working through the Shared Governance process. ([IV.A.3](#), [IV.A.22](#))

The college meets this standard.

PLANNING AGENDA

None.

STANDARD IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

STANDARD IV.A.2.a.

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Mt. San Jacinto College's Shared Governance system is guided by the California Education Code as specified in Section 70901(b)(1)(E) which states that governing boards of community college districts will "ensure faculty, staff, and students the right to participate effectively in district governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate." The college's governance structure is delineated in Board Policy 2510 Participation in Local Decision-Making and identifies the district's responsibility for adhering to the adopted Shared Governance document. ([IV.A.24](#), [IV.A.51](#), [IV.A.52](#))

The district spent nearly five years revising and updating its 1999 Shared Governance document. This extensive revision spanned several administrations and academic, classified, and student government association leadership tenures. The process for updating the document included opportunities for open dialog, and ensured input and collaboration among all constituent groups. The feedback from constituent groups was successfully incorporated into the revised document and approved by College Council on January 18, 2011. The College Council is the core institutional body that provides college-wide input on Shared Governance issues through review, discussion, and recommendation. The structure of College Council allows consideration of ideas from every area of the college and when appropriate, proposals to be recommended for action. In May 2011, the Shared Governance document was approved and adopted by the Mt. San Jacinto College Board of Trustees and incorporates the established district priorities into the overall governance structure and outlines the roles and responsibilities for Shared Governance committees. The document serves as a tool that defines governance and decision-making processes used in formulating recommendations that positively impact the institution. The document is published on the Mt. San Jacinto College website. ([IV.A.4](#), [IV.A.6](#), [IV.A.24](#), [IV.A.25](#))

In the spirit of collegiality and in accordance with California Education Code and California Title 5, the institution attempts to ensure that campus constituent groups are equally represented on the College Council and on standing committees as outlined in the Shared Governance document. ([IV.A.9](#), [IV.A.24](#))

College Council recently developed a practice to evaluate the effectiveness of Shared Governance committees in achieving stated charges, goals, and outcomes each year. The College Council requests that each Shared Governance committee complete an annual Report Out form that assesses how the committee is functioning, whether goals and outcomes were achieved, and to recommend changes for improvement of processes and practices to enhance the governance structure and efficacy. The reports are posted on the Shared Governance website to allow the Mt. San Jacinto College community an opportunity to review. ([IV.A.53](#))

Faculty, classified staff, administration, and students participate in the decision-making process by serving on the following 14 standing Shared Governance committees:

- Basic Skills;
- Budget;
- Career Education Advisory;
- Curriculum;

- District Staff Development;
- Diversity Advisory;
- Educational Technology;
- Information, Communication, and Technology;
- Institutional Planning;
- Instructional Program Review;
- Matriculation;
- Safety;
- Student Equity;
- Student Services. ([IV.A.22](#))

There are additional ad-hoc task forces, work groups, and committees that serve other various functions within the institution; however, these specific committees are not considered Shared Governance committees and therefore do not require specific representation from all constituent groups. The Budget Committee schedules their meetings during college hour in order to promote greater participation for students and faculty. The district recently incorporated “College Hour” into the weekly calendar setting aside the hours of 12:30 to 2:00 p.m. each Tuesday and Thursday afternoons to engage and encourage students, faculty and staff to schedule and/or participate on committees, join campus clubs, schedule presentations and panel discussions, and to foster an institutional culture focused on learning, sharing, and camaraderie. ([IV.A.10](#))

The faculty participates in institutional governance through the Academic Senate as well as the California Teacher Association (CTA). Although the institution is a single college district with multiple learning sites, Mt. San Jacinto College has two Academic Senates, one for the San Jacinto Campus and one for the Menifee Valley Campus. Each Academic Site Council has full- time and part-time faculty membership. An Executive Academic Senate exists wherein members of both site councils are represented and acts as the faculty body that works at the institutional level on various committees and activities. The Executive Academic Senate features standard leadership ranks including president, vice president, treasurer, secretary, and members at large. The Executive Academic Senate President position is rotated each year by campus site. The faculty is provided the opportunity to participate in the formulation and development of district policies and procedures that have an effect on teaching, learning, or faculty responsibilities. The policies and procedures include Academic and Professional Matters that are defined in California Title 5 section 53200. ([IV.A.5](#), [IV.A.27](#), [IV.A.54](#), [IV.A.55](#))

Additionally, students participate in decision-making through the Student Government Association (SGA), which was formerly called the Associated Student Body. The SGA appoints representatives to serve on various college committees, including but not limited to College Council, Budget Committee, and Institutional Planning Committee. Each year the student body also elects one student as a non-voting member of the Board of Trustees, per Board Policy 2015 students are provided an opportunity to participate in the formulation and development of district policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures. Elected and appointed members of the SGA represent students in the Shared Governance process. ([IV.A.44](#), [IV.A.56](#))

Classified employees of the district participate in the Shared Governance process through both the Classified Senate and California School Employees Association (CSEA). The Classified Senate provides classified staff the opportunity to participate in the formulation and development of policies and procedures that have a direct effect on the classified staff. The Classified Senate President is the official spokesperson of the Senate. Classified staff participates in committees identified in the Shared Governance document; set policy for classified professional and development activities; participate in the Accreditation process, including Self Study, master plan, and reporting; and provide recommendations related to classified Shared Governance structures. The CSEA is a member-run organization and has exclusive bargaining rights with the district that includes salary, benefits, and working conditions, and it has representation on College Council and the Budget Committee. ([IV.A.57](#), [IV.A.58](#))

Administration is provided the opportunity to participate in the formulation and development of district policies and procedures that will have an effect on their responsibilities. They provide meaningful input into Academic and Professional Matters that are defined in California Title 5 section 53200. ([IV.A.5](#))

SELF EVALUATION

The college has substantive and clearly defined roles, mechanisms, and organizations within the institutional governance process to ensure that all members of the campus community have the opportunity to participate in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise.

Mt San Jacinto College strives to make institutional decisions in a measured, logical, and accountable manner. The leadership of the college utilizes a variety of approaches in making institutional decisions that encompass an effective

Shared Governance structure. The district's organizational structure defines the roles and responsibilities of each of the four major divisions.

Each major division is headed by a Vice President who serves as a member of the Superintendent/President's Executive Cabinet. The Executive Cabinet meets weekly to discuss district issues and serves as a mechanism for providing feedback between the district and the faculty, classified staff, and students of the respective divisional areas.

The comprehensive, updated Shared Governance document and Board Policy 2510 assures broad and fair representation of all college constituents affected by these decisions and provides an effective means for governance and decision-making processes. ([IV.A.24](#), [IV.A.52](#))

The institution strongly encourages and supports the participation of all constituents to be involved in the committees of the Shared Governance structure, as well as participate in senates, unions, associations, and department meetings.

Student participation continues to be strongest in student specific activities, such as Student Government Association and student clubs, while participation of students on the Shared Governance standing committees has experienced some progress there continues to be room for improvement.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The institution relies on faculty, its Academic Senate, and other appropriate faculty structures in matters affecting curriculum, student learning programs and services, and other academic areas. The faculty, through the Academic Senate, has a substantive and clearly defined role in college governance, as defined in the California Education Code, California Title 5, the Mt. San Jacinto College Shared Governance document, and Board Policy and Administrative Procedure 4020 Program and Curriculum Development. ([IV.A.54](#), [IV.A.59](#))

Board Policy 4020 identifies the district’s responsibility for developing programs and curriculum that is relevant to community and student needs and evaluated regularly to ensure quality and relevance. Furthermore, the policy establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

All student learning programs and services are faculty driven. The college has provided reassign time for several faculty coordinators to focus their efforts on student learning outcomes and assessment, Program Review, and curriculum, and it has reinstated the Instructional Program Review Committee and created an Assessment Council. With faculty coordinators championing curriculum development, assessment of student learning outcomes and Program Review, the district’s integrated institutional planning and allocation models are rooted in student and program-related data. ([IV.A.15](#), [IV.A.18](#), [IV.A.19](#), [IV.A.26](#), [IV.A.60](#), [IV.A.61](#))

The Curriculum Committee, as delegated by the Academic Senate, has the responsibility (per AP 4020) to establish prerequisites, co-requisites, advisories on recommended preparation, curriculum development, General Education requirements, graduation requirements, Program Review, grading policies, and certain limitations on enrollment using the curriculum review process, Program Review, and program discontinuance. ([IV.A.59](#), [IV.A.61](#))

Faculty roles and responsibilities on Academic and Professional Matters are defined in Title 5 and the Mt. San Jacinto College Shared Governance document. The district relies primarily upon the advice and judgment of the Academic Senate in the following areas: curriculum; degree and certificate requirements; grading policies; district governance structures as related to faculty roles; faculty roles and involvement in Accreditation processes, including Self Study and annual reports; policies for faculty professional development activities; processes for Program Review; and processes for institutional planning and budget development. The district reaches mutual agreement with the Academic Senate in the following areas: educational program development; standards of policies regarding student preparation and success; and other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate. ([IV.A.5](#), [IV.A.25](#), [IV.A.54](#))

SELF EVALUATION

Mt. San Jacinto is in compliance with Title 5 and the Education Code. Board Policy 2510 states that “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.” ([IV.A.5](#), [IV.A.52](#))

The faculty, as members of the Academic Senate and with strong representation on the College Council, Curriculum Committee, Institutional Planning Committee, Instructional Program Review Committee, Budget Committee, Diversity Committee, Student Services Committee, among others, takes the primary leadership in developing recommendations about instructional programs and services. ([IV.A.16](#), [IV.A.17](#), [IV.A.27](#), [IV.A.29](#), [IV.A.60](#), [IV.A.61](#))

The Instructional Program Review and Curriculum Committees both are comprised of representatives from nearly every learning area and have administrative representation. Over the last two years, the Instructional Program Review, Assessment Council, and Curriculum Committees have been instrumental in improving student learning outcomes, assessment, student success, and curriculum revision and implementing new processes and tracking mechanisms to link instructional and institutional goals. ([IV.A.15](#), [IV.A.18](#), [IV.A.60](#), [IV.A.61](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

As stated in Standard IV.A.2 and IV.A.2.a the Shared Governance document has recently undergone a complete review and revision under the guidance of the Shared Governance Review Ad Hoc Committee. The charge of the committee was to review the outdated 1999 Shared Governance document and update the document to focus on incorporating the established district priorities into the overall governance structure. The committee, comprised of faculty, classified staff, and administrative members completed the review and revisions in spring 2010. The revised Shared Governance document was reviewed and approved by College Council on December 6, 2010 and adopted by the Board of Trustees in May 2011. ([IV.A.4](#), [IV.A.6](#), [IV.A.24](#), [IV.A.28](#))

As reflected in the new Shared Governance document, Shared Governance committees are required to develop annual goals, objectives, and activities that relate to the annual institutional goals and priorities. ([IV.A.24](#))

District-wide participation in institutional governance and planning is strongly encouraged and supported not only through participation on standing committees but also through involvement in ad hoc committees, senates, unions, associations, and department meetings. This structure allows for consideration of ideas from every area of the college and (where appropriate) for proposals to be recommended for action.

The Mt. San Jacinto College Board of Trustees is provided with a minimum of two work sessions each year (January and June), facilitated by the Superintendent/President. The work sessions provide the governing board with a comprehensive status report on annual goal achievement and progress. The availability and communication of both formative and summative evaluation results provides the Board of Trustees, 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. In 2011 Board of Trustees' Work Sessions were held on June 23, 2011. In 2010 Work Sessions were held on January 21, 2010, July 22, 2010 and September 9, 2010. ([IV.A.30](#), [IV.A.31](#), [IV.A.32](#), [IV.A.33](#), [IV.A.34](#))

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 (faculty, classified staff, administration, and students). ([IV.A.9](#))

For the purpose of communicating effectively and information dissemination, the district expects all committees and divisions to post minutes of meetings on the website.

Mt. San Jacinto College's effort to report to the college community the goals, progress toward completing goals, and plans for improvement has occurred at multiple State of the College briefings, Convocation, Brown-Bag Lunches for faculty, classified staff, and administration, leadership briefings, and e-mail communications. ([IV.A.2](#), [IV.A.7](#), [IV.A.12](#), [IV.A.23](#), [IV.A.13](#), [IV.A.49](#))

The Superintendent/President chairs the Institutional Planning Committee with representatives from each college constituency group. Priorities identified through the Institutional Planning Committee are communicated to College Council for review and recommendation via constituent representation. ([IV.A.16](#))

The college provides for student representation on the Board of Trustees per Board Policy 2015—Student Member, the Institutional Planning Committee, and other significant committees. Students are welcomed in the Shared Governance structure and are invited to participate in the decision-making processes. ([IV.A.44](#))

Information about institutional efforts to achieve goals and improve learning is available through a number of modalities, including the college's website, State of the College briefings, Convocation, College Hour, and Brown-Bag lunches. ([IV.A.2](#), [IV.A.7](#), [IV.A.10](#), [IV.A.13](#), [IV.A.12](#), [IV.A.22](#), [IV.A.23](#))

Most notably, the Mt. San Jacinto College Strategic Plan development process and subsequent planning document exemplifies the district's broad-based planning processes. The Strategic Plan, which is currently in draft format but is scheduled for presentation to the Board of Trustees for approval in September 2011, was completed over a timeframe of approximately six months during the spring 2011 semester. Typically, the development of a plan of this magnitude would require nearly 18-months of preparation and coordination. Due to the integrated planning structures that have been institutionalized over the course of the last three years, the collaborative and positive culture of the institution, and the strong faculty and classified leadership, the Strategic Plan was developed both quickly and methodically. Despite the expedited timeline, over 200 campus and community individuals participated in the plan development through various focus groups, retreats, presentations, and vetting sessions.

The Strategic Plan development process was structured on an inclusive, non-silo design that required instructional, student services, and administrative services personnel to identify strategies that supported each other's goals and objectives. Proposed goals and objectives were based on both internal and external data and research thereby advancing the campus' initiative to be more data-driven. Strategies identified within the plan are tied to measurable, time specific outcomes and are linked to performance indicators and evaluation criteria.

The entire Strategic Planning process was transparent and provided for ample opportunities for any member of the campus community to contribute to and comment on plan elements. Besides the three day-long planning retreats, numerous vetting sessions and presentations, the Strategic Plan drafts were published on an electronic *Wiki* whereby faculty, classified staff, administrators and students could review each draft and provide feedback through a discussion board.

The Strategic Plan is intended to help guide the institution, its campuses and learning centers to focus collective goals and initiatives on the college's mission statement and its overarching theme of student success. The Strategic Plan builds upon the planning foundation that has already been established at the college and will be used in conjunction and coordination with the district's other planning documents to guide decision-making, accomplish identified priorities, and utilize the prioritizes to not only allocate resources but improve institutional effectiveness.

Additionally, the Educational Master Plan, Facilities Master Plan, and Technology Master Plan development processes have each provided ample opportunities for participation in college planning prior to administrative recommendation and Board of Trustees approval for resource allocations. The master planning development process for the Educational Master Plan, Facilities Master Plan and Technology Master Plan have all included focus groups, public forums, presentations, meetings with various constituent groups including Steering Committees, the Board of Trustees, district administration and other related sub-committees as necessary to obtain program validation, consensus, and approval. ([IV.A.20](#), [IV.A.21](#), [IV.A.31](#))

SELF EVALUATION

Institutional goal, priority progress, and data is made available to faculty, classified staff, administrators, students and the general community via the Institutional Effectiveness and Planning website, the newly developed *MSJCLinks* newsletter, and the Institutional Research website. The two primary web portals have become vital centers whereby internal and external constituencies are able to access up-to-date information relative to the institution's planning, Accreditation, evaluation, and assessment efforts. ([IV.A.35](#), [IV.A.49](#), [IV.A.50](#))

Full implementation of institutional effectiveness, assessment, and consistent internal reporting to constituent groups has provided greater, more efficient opportunities to evaluate the institutions overall effectiveness. The district has allocated necessary resources to lead to improvement of institutional effectiveness to support the above described systems through the reassignment of a full-time instructor to the role of Assessment Coordinator. (IV.A.36)

Information about institutional efforts to achieve goals and improve learning is available through a number of modalities, including the college's website, State of the College briefings, Convocation, College Hour, and Brown-Bag Lunches. ([IV.A.2](#), [IV.A.7](#), [IV.A.10](#), [IV.A.12](#), [IV.A.13](#), [IV.A.22](#), [IV.A.23](#))

Mt. San Jacinto College conducted an ACS in August 2010. The purpose of this survey was to assess employees' perceptions of the degree to which the college is fulfilling the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The results were intended to support the Accreditation Self-Study, as well as provide information for assessing and improving Mt. San Jacinto College's programs and services. Approximately 23 percent (263/1112) of the employees (faculty, classified staff, administration) completed the survey. ([IV.A.3](#))

Employees were asked to respond to the following survey questions in relation to this Standard:

- I have the opportunity to participate meaningfully in Shared Governance at Mt. San Jacinto College.
- I am well informed of how governance groups participate in college and institutional improvement.
- My ideas are listened to and considered during the decision-making process at Mt. San Jacinto College
- Board of Trustees receives input from administrators, faculty, staff, and students before making...decisions.

Over half of the respondents (65 percent) agree or strongly agree that they are given the opportunity to participate meaningfully in Shared Governance at the college. Specifically, 90 percent of administration, 61 percent of classified staff, 78 percent of full-time faculty, and 50 percent of part-time faculty agree or strongly agree with this statement.

The college constituent groups generally (55 percent) agree or strongly agree that they are well informed of how governance groups participate in college and institutional improvement. Specifically, 73 percent of administration, 50 percent of classified staff, 65 percent of full-time faculty, and 45 percent of part-time faculty agree or strongly agree with this statement.

Sixty percent of respondents agree or strongly agree college employees ideas are listened to and considered during the decision-making process at Mt. San Jacinto College. Specifically, 80 percent of administration, 51 percent of classified staff, 67 percent of full-time faculty, and 56 percent of part-time faculty agree or strongly agree with this statement.

The responses relating to the Board of Trustees receiving input from administrators, faculty, staff and students prior to making decisions was slightly lower as compared to the other statements. When responding to this particular statement 42 percent of respondents agree or strongly agree. Specifically, 77 percent of administration, 44 percent of classified staff, 35 percent of full-time faculty, and 33 percent of part-time faculty agree or strongly agree with this statement.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Mt. San Jacinto College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Standards, policies, guidelines, and requirements. The college is affiliated with many external agencies, and most of these agencies require that the college meets their guidelines, standards, statutes, and often requires the submission of various program evaluations, fiscal reports, and other kinds of assessments. The college complies with these requirements and works efficiently to provide information that is both accurate and timely.

During the last Self Study prepared for the ACCJC in 2005, the college had a total of seven recommendations to improve its adherence to the Accrediting Standards. Since then, the college has been responsible for successfully submitting a Progress Report with a Site Visit, Midterm Report, two Follow Up Reports with one Site Visit, six Annual Reports, and three Substantive Change Proposals. All reports have been submitted on time, and were honest, self-evaluative reports reflecting the commitment, energy, and resources dedicated to ensuring compliance with the Standards. The college has complied with all requests of the ACCJC visiting teams, communicated to the Board of Trustees, the college, and community. ([IV.A.37](#), [IV.A.70](#))

In the most recent follow up report submitted in fall 2010, the college received a commendation from the Site Visit team recognizing faculty, staff, administrators and Board of Trustees for a most improved institutional planning model. In the commendation the Site Visit team highlighted the positive and collegial climate of the district to overcome institutional challenges and fully address the Accrediting Standards. ([IV.A.38](#))

In addition, Mt. San Jacinto College has maintained a positive track record with the U.S. Department of Education. Currently, Mt. San Jacinto College has several grants from the U.S. Department of Education, including Title V- Developing Hispanic Institutions, Upward Bound, Talent Search, and CCRAA STEM. Mt. San Jacinto College continues to demonstrate honesty and integrity in working closely with all granting and contractual agencies. Many of these agencies have rigorous reporting requirements that the college meets. The college's repeated

ability to obtain external funds from these various granting agencies exemplifies the college's honesty and integrity.

SELF EVALUATION

Mt. San Jacinto College's recent and past Accreditation history shows integrity in its relationship with the ACCJC, as well as other external agencies. The college has responded to recommendations from previous Accreditation visits by making necessary improvements and changes and submitting the required reports in a timely manner.

An Office of Institutional Effectiveness and Planning was created in 2010, as well as three new positions (Associate Dean, Institutional Effectiveness, Planning, and Grants, Assessment Coordinator, and Program Review Coordinator. Working collaboratively, the Office of Institutional Effectiveness and Planning developed a comprehensive website acting as the central clearinghouse where all Accreditation reports, manuals, and correspondences are published and disseminated. The website also acts as a portal for faculty, classified staff, students, and the public to access core institutional planning documents, data and research, student learning outcome and assessment information, and Program Review reports. ([IV.A.36](#), [IV.A.39](#), [IV.A.42](#), [IV.A.45](#), [IV.A.70](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Mt. San Jacinto College's governance and decision-making structures and processes are evaluated to assure their integrity and effectiveness. Each year since 2007, the Board of Trustees has adopted Institutional Goals based on planning documents, the Mt. San Jacinto College mission statement, Program Review, internal assessment data, and external trend data. The development of the institutional goals is the result of a comprehensive discussion at the Executive Cabinet level with collaboration from all areas of the district including Student Services, Business Services, Human Resources, and Instruction. 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 that centers on institutional outcomes and performance. ([IV.A.1](#), [IV.A.19](#), [IV.A.43](#), [IV.A.46](#))

The Mt. San Jacinto College Board Policy Manual describes faculty, classified staff, administrative, and student roles in governance and institutional planning in conjunction with the Superintendent/President and Board of Trustees. The college strives to involve all four college constituencies in the decision-making process through representation on different committees within its well-defined Shared Governance structure. Institutional and departmental goals, along with data-driven information, are brought through the appropriate Shared Governance committees and serve as the foundation of information that supports an institutional or departmental decision. ([IV.A.24](#), [IV.A.40](#), [IV.A.52](#))

In addition to developing the annual strategies, the Shared Governance committees are required to evaluate and assess the overall achievement of their objectives and goals in relation to the institutional goals. In the revised Shared Governance document, all constituencies are accountable for the college priorities and goals. All Shared Governance committees participated in an annual evaluation process that began in the 2010-2011 academic year. The evaluation process commences at the beginning of the academic year when Shared Governance committees are required to submit to the College Council the committees' charge, as well as the goals, outcomes and assessment measurements for the year. A midterm and final report are required to be submitted in December or January and May, respectively. The evaluation consists of a Report Out form that Shared Governance committees complete and submit to College Council. Committees are also encouraged to prepare short presentations to College Council highlighting successes, goal and outcome achievements, and areas needing improvement. ([IV.A.53](#))

Evaluation results are published in the College Council meeting minutes and posted on the College Council webpage on the college's website. ([IV.A.9](#))

SELF EVALUATION

In an effort to deliver an effective, quality, learning-outcome-based educational experience to students, Mt. San Jacinto College strives to make institutional decisions in a measured, logical, and accountable manner. The leadership of the college utilizes a variety of approaches in making institutional decisions that encompass an effective Shared Governance structure, institutional and departmental goals, an institutional master plans, and institutional policies.

During the period since the Self Study Report and Site Visit, Mt. San Jacinto College has made significant progress in improving the incorporation of established priorities into the governance, decision-making, and resource distribution processes of the college. Similar progress has been made in relation

to evaluation and assessment of established priorities for the institution's governance and decision-making structures and processes. As this is the first iteration of the Shared Governance committee evaluation and assessment, College Council has yet to use the results as a basis for improvement and to make changes that allow committees to function more effectively and efficiently. ([IV.A.18](#), [IV.A.70](#))

The college meets the standard.

PLANNING AGENDA

None.

Standard IV.A References

- IV.A.1 [Institutional Goals 2009-2010](#)
- IV.A.2 [Convocation Presentation 2009](#)
- IV.A.3 [Accreditation Climate Survey](#)
- IV.A.4 [College Council Minutes, Shared Governance Document Approval, January 18, 2011](#)
- IV.A.5 [California Title 5](#)
- IV.A.6 [Board of Trustees Minutes, Shared Governance Document Approval, May 12, 2011](#)
- IV.A.7 [Convocation 2010](#)
- IV.A.8 [Board of Trustees Minutes, Goals Update, March 11, 2010](#)
- IV.A.9 [College Council](#)
- IV.A.10 [College Hour](#)
- IV.A.11 [Board Goals Update](#)
- IV.A.12 [State of the College 2009](#)
- IV.A.13 [Brown Bag Lunches](#)
- IV.A.14 [Classified Staff Development Day](#)
- IV.A.15 [Student Learning Outcomes \(SLOs\)](#)
- IV.A.16 [Institutional Planning Committee \(IPC\)](#)
- IV.A.17 [Budget Committee](#)
- IV.A.18 [Assessment Council](#)
- IV.A.19 [Program Review](#)
- IV.A.20 [Educational Master Plan](#)
- IV.A.21 [Facilities Master Plan](#)
- IV.A.22 [Shared Governance Committees](#)
- IV.A.23 [State of the College 2010](#)
- IV.A.24 [Shared Governance Document](#)
- IV.A.25 [College Council Charge](#)
- IV.A.26 [Reassigned Time Listing](#)
- IV.A.27 [Diversity Committee](#)
- IV.A.28 [Shared Governance Ad-hoc Committee](#)
- IV.A.29 [Student Services Committee](#)
- IV.A.30 [Board of Trustees Minutes, Work Session April 14, 2011](#)
- IV.A.31 [Board of Trustees Agenda, Work Session, June 23, 2011](#)
- IV.A.32 [Board of Trustees Minutes, Work Session, January 21, 2010](#)
- IV.A.33 [Board of Trustees Minutes, Work Session, July 22, 2010](#)
- IV.A.34 [Board of Trustees Minutes, Work Session, September 9, 2010](#)
- IV.A.35 [Institutional Research](#)
- IV.A.36 [Assesment Coordinator Job Description](#)
- IV.A.37 [Self Study 2005](#)
- IV.A.38 [Follow Up Report Fall 2010](#)
- IV.A.39 [Program Review Faculty Coordinator Job Description](#)

- IV.A.40 [Unit and Division Plans](#)
- IV.A.41 [Budget Watch Webpage](#)
- IV.A.42 [Institutional Planning and Effectiveness](#)
- IV.A.43 [Mission Statement](#)
- IV.A.44 [BP 2015 - Student Participation](#)
- IV.A.45 [Associate Dean Job Description](#)
- IV.A.46 [Institutional Goals 2010-2011](#)
- IV.A.47 [Accreditation Webpage](#)
- IV.A.48 [Board of Trustees Webpage](#)
- IV.A.49 [MSJCLinks](#)
- IV.A.50 [Institutional Effectiveness Videos](#)
- IV.A.51 [California Education Code](#)
- IV.A.52 [BP 2510 - Participation in Local Decision Making](#)
- IV.A.53 [Shared Governance Committee Reports](#)
- IV.A.54 [Academic Senate](#)
- IV.A.55 [California Teacher Association](#)
- IV.A.56 [Student Government Association](#)
- IV.A.57 [Classified Senate](#)
- IV.A.58 [CSEA Contract](#)
- IV.A.59 [BP 4020 - Program, Curriculum & Course Development](#)
- IV.A.60 [Instructional Program Review Committee \(IPRC\)](#)
- IV.A.61 [Curriculum Committee](#)
- IV.A.62 [Strategic Plan Webpage](#)
- IV.A.63 [Strategic Plan Wiki](#)
- IV.A.64 [Strategic Plan Presentation](#)
- IV.A.65 [Strategic Plan Draft](#)
- IV.A.66 [Institutional Planning Committee \(IPC\) Agenda, Strategic Plan Discussion, March 15, 2011](#)
- IV.A.67 [Institutional Planning Committee \(IPC\) Minutes, Strategic Plan Discussion, March 15, 2011](#)
- IV.A.68 [Technology Master Plan](#)
- IV.A.69 [Facilities Master Plan](#)
- IV.A.70 [Accreditation Reports](#)

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

STANDARD IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Mt. San Jacinto College is governed by a five-member governing board, the Board of Trustees, which is responsible for setting the institution's policy direction. The district is divided into five Trustee areas. A Trustee must reside in and be registered to vote in the area he/she represents and is elected by the registered voters within his/her Trustee area. Board of Trustees members are elected from each area serving a four year term of service. Trustee elections are staggered so that three of the governing board members are elected during one election cycle and two are elected during the following election cycle to ensure consistency and continuity of ongoing operations. On February 10, 2011, in order to be more fiscally responsible, election cycles for the Mt. San Jacinto College Board of Trustees were realigned to be held in even years coinciding with the state general elections. The names of the current Board of Trustees members, including the area they represent, may be found on the Board of Trustees website. ([IV.B.1](#), [IV.B.2](#), [IV.B.3](#), [IV.B.26](#), [IV.B.28](#), [IV.B.93](#))

In accordance with Education code Section 72023.6, one non-voting student trustee also serves as part of the governing board, per Board Policy 2015. The term for the elected student trustee is one year. The student member is entitled

to participate in discussion of issues and has the right to attend all meetings of the Board of Trustees with the exception of Closed Sessions. ([IV.B.4](#))

According to the Mt. San Jacinto College mission statement, the institution assumes the responsibility of providing the human and fiscal resources necessary to ensure that all programs meet rigorous standards of quality and excellence. The Board of Trustees reviews and approves educational programs and ensures that the programs, degrees, and certificates offered are of excellent quality and are consistent with institutional purposes as outlined in Board Policies in the Board Policy Manual, per Board Policy 4020 Program, Curriculum and Course Development. ([IV.B.5](#), [IV.B.6](#))

The duties and responsibilities of the Board of Trustees are detailed in numerous individual policies incorporated in the Mt. San Jacinto College Board Policy Manual, Chapter 2. The Board of Trustees annually evaluates its policies, procedures, and practices and has an extensive internal process for revising existing and creating new Board Policies and procedures. Board Policies are consistent with the provisions of law, and the Superintendent/President has the responsibility of carrying out the policies established through the Administrative Procedures. ([IV.B.7](#))

The institution is expected to adhere to the Board Policies, as well as the college's Administrative Procedures; both are designed to assure quality, integrity, and effectiveness of student learning programs and services. The Mt. San Jacinto College Board Policies and Administrative Procedures are available on the college's website. ([IV.B.8](#))

The Board of Trustees assures that the district is fiscally sound through careful budget planning and ongoing budget reporting from college staff. Presentations took place on June 23, 2011 (Budget Presentation 2011-2012; June 9, 2011 (Adopted Budget Presentation 2011-2012); February 10, 2011 (Maintaining Fiscal Stability); and January 20, 2011 (Budget Proposal-2011-2012).

The Board of Trustees receives quarterly reports and workshops on the financial health of the college from the Vice President of Business Services and the Dean of Business Services. Quarterly reports were presented on November 10, 2011; February 10, 2011; and May 12, 2011. ([IV.B.9](#), [IV.B.10](#), [IV.B.11](#), [IV.B.12](#), [IV.B.13](#), [IV.B.14](#), [IV.B.15](#))

The Board of Trustees provides policy direction to the Superintendent/President and has followed a professional policy with respect to evaluation and employment of the Superintendent/President, per Board Policy 2435 – Evaluation of Superintendent/President and Board Policy 2431 – Superintendent/President Selection. ([IV.B.16](#), [IV.B.17](#))

Although the institution does not have a written process for the hiring of a chief administrator (Superintendent/President), past practice has followed Board Policy 2431 Superintendent/President Selection stating that “in the case of a Superintendent/President vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.” In past Superintendent/President recruitments, the college has utilized consulting firms and/or the college’s Human Resources (HR) department to develop and implement a professional hiring search process. ([IV.B.17](#))

The Board of Trustees conducts an annual evaluation of the Superintendent/President. The evaluation is conducted to assure that the job performance of the Superintendent/President is assessed and communicated to the individual being evaluated in accordance with established procedures.

SELF EVALUATION

The Mt. San Jacinto College Board Policy Manual demonstrates the Board of Trustees’ role in regularly reviewing and establishing policies that are consistent with the college mission statement. The size, duties, responsibilities, ethical requirements, structure, operating procedures, and hiring and evaluative processes for the Board of Trustees are reasonably defined and published in the Board Policy Manual and other Administrative Procedures documents. ([IV.B.8](#))

The Board of Trustees effectively establishes policies that assure not only the quality, integrity, and effectiveness of college programs and services, but also assures the financial viability of the college to support program delivery.

The college meets this standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The Mt. San Jacinto College Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. In order to appropriately reflect various public interests the Board of Trustees is composed of five publicly elected members from areas within the district. The

Board of Trustee members represent five distinct areas within the district's borders which allows for an equal and thorough representation of all communities and outlying areas within the district boundaries. ([IV.B.18](#))

There is also a non-voting student trustee who is elected annually with his and her service commencing in June, per Board Policy 2015. The student trustee is chosen to serve on the Board of Trustees via the general student population which reflects the students' interest on campus and within the institution. ([IV.B.4](#))

The Board of Trustees is fully committed to fulfilling its responsibilities to represent the public interest, and once a decision is made, the Board of Trustees as the legal governing unit, acts as whole. It advocates for and defends the institution from undue influence or pressure. The Mt. San Jacinto College Board of Trustees only has authority when meeting as a whole governing board, per Board Policy 2330 Quorum and Votes. All decisions, statements and policies are a result of majority vote by the Board of Trustees unless the nature of the action requires a two-thirds vote. This indicates that the Board of Trustees operates as a whole with the highest regard for the public and the district in which it represents. All members, the Superintendent/President, and the public have a voice, per Board Policy 2345-Public Participation at Board Meetings but ultimately the sole decisions affecting the district rest with the majority vote of the Board of Trustees. ([IV.B.19](#), [IV.B.20](#))

While the Board of Trustees is the final decision-making body for Mt. San Jacinto College, it works collegially through the college's Shared Governance process to incorporate input from students, faculty, staff, and administrators of the college. ([IV.B.21](#))

The Board of Trustees acts prudently and ethically in serving the local communities within the district's service area. Board Policy 2710 Conflict of Interest ensures that conflicts of interest do not exist with the Board of Trustees. All Board of Trustees members are active within their areas and take careful consideration as to their decision-making process as it relates to the public's interest. ([IV.B.22](#))

No Board of Trustees members are owners of the institution. According to Board Policy 2710, an employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee. ([IV.B.22](#))

SELF EVALUATION

The Mt. San Jacinto College's governing board, the Board of Trustees, is an independent policy-making body that reflects the public interest in board

activities and decisions while effectively advocating for the institution as indicated in its monthly meeting minutes. Once the Board of Trustees reaches a decision, it acts as a whole.

Although the Board of Trustees is the ultimate decision-making body for the institution, the Board of Trustees provides constituent groups, through the Shared Governance structure, and the public at large an opportunity to provide feedback and comments relative to actions and directives. ([IV.B.21](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The Board of Trustees establishes policies, goals, and practices that are consistent with the college's mission statement which emphasizes providing quality, educationally enriching experiences, programs and opportunities designed to promote effective learning outcomes for students. The Board of Trustees works to ensure that all board decisions support institutional goals, quality, integrity, and improvement through its policies, the college's mission statement, institutional planning and resource allocation. ([IV.B.23](#))

Institutional mission and goals are routinely evaluated and revised to ensure that Mt. San Jacinto College meets identified institutional and community needs and provides quality programs and services. ([IV.B.24](#), [IV.B.25](#))

Policy changes and revisions are subject to a process that involves various division, unit, and Shared Governance committees which reflects all constituent groups throughout the district. Program quality, integrity, and continued improvement of programs and services are effectively addressed during these processes and reviews. The College Council and the college Academic and Classified Senates review and recommend academic and student support policies and procedural changes, which are then brought forward to the Board of Trustees for review and ultimate approval. ([IV.B.21](#))

SELF EVALUATION

The Mt. San Jacinto College governing board establishes policies that are consistent with the college mission statement. The policies are reviewed on a regular basis. The Board of Trustees and its policies ensure the quality, the integrity, and the improvement of student learning programs and services, while providing the resources necessary to support them.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The Board of Trustees governs Mt. San Jacinto Community College District in accordance with the Education Code and Title 5 which gives the trustees authority in educational quality, legal matters, and financial integrity for the college. The Mt. San Jacinto College Board Policies, per Board Policy 2200—Board Duties and Responsibilities outline the Trustee’s duties and responsibilities. However, the Board of Trustees operate as an independent entity that establishes board policy based upon knowledge of the institution’s constituency and focused on the offering of a quality educational experience. ([IV.B.26](#))

The Board of Trustees actions are final, with the single exception of being subject to binding arbitration in the event of a formal grievance; the Mt. San Jacinto College Board of Trustees is the ultimate determinative body for the college.

Formal reports and presentations, placed on the agenda at regular Board of Trustees meetings, routinely inform board members about the educational quality in both instructional and student support services and programs. In addition, the Board of Trustees has the ability to formally request agenda items on instructional and student support services and programs. ([IV.B.27](#))

SELF EVALUATION

The Mt. San Jacinto College Board of Trustees is an independent governing board whose actions are final and not subject to the actions of any other entity,

except for those that are subject to binding arbitration in the event of a formal grievance.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Board of Trustees' membership is outlined in Board Policy 2010 which discusses the board size, structure, and the criteria of board membership. Board of Trustees members' responsibilities are outlined in Board Policy 2200 which details the expectations and responsibilities of governing board members. ([IV.B.25](#), [IV.B.26](#))

District operating procedures are listed within the extensive Board Policy and Administrative Procedures Manuals, which are available on the district's website. Hard copies are distributed and available within each department. ([IV.B.8](#))

SELF EVALUATION

The Mt. San Jacinto College Board of Trustees has developed specific board duties and responsibilities and is committed toward the implementation of those operational procedures. All Board Policies and Administrative Procedures are published and available on the college's website which is accessible to the public, staff, students, and constituent groups. ([IV.B.8](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The Mt. San Jacinto College Board of utilizes the Board Policy Manual to assist in the efficiency and ethical operation of governing board processes. The record of Board of Trustee actions, as shown by meeting minutes and resolutions, indicates that the Board of Trustees acts in a manner consistent with its policies and bylaws. ([IV.B.3](#), [IV.B.8](#), [IV.B.29](#))

There is a regular review of policies, practices, and bylaws to ensure consistency and effectiveness of the Board of Trustees and the district as a whole. As outlined in Board Policy 2410, the Board Policy Manual in its entirety is reviewed on a three-year cycle. However, the Board of Trustees annually evaluates its policies, procedures, and practices and has an extensive internal process for revising existing policies and creating new Board Policies and procedures. ([IV.B.30](#))

The policy review process begins each spring with an annual policy and procedure update workshop which includes key departmental and administrative staff from each area of the college. Upon receiving updates from the Community College League of California (CCLC) new policies and administrative procedures or their revisions are tracked in the President's Office Policy and Procedure Database. The respective college departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The college has developed an Approval Tracking and Request for Changes Form that is utilized for each Board Policy and Administrative Procedure. The President's Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure. This memo summarizes the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC. ([IV.B.31](#), [IV.B.32](#))

Departments and divisions make revisions to existing policies, add new policies, delete obsolete policies, and review existing polices to ensure that they are aligned with district goals and forwards the policies to the area Vice President.

If approved, the area Vice President forwards the revisions to the Executive Cabinet for review and approval. The Executive Cabinet reviews and approves the policy and sends it forward to College Council for review and approval. If approved by College Council, the policy is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval. If at any point in this process the policy is rejected, it is returned to the area from which it originated for additional analysis and revisions. Once approved by the Board of Trustees the Board Policy Manual is updated and placed on the college website. Hard copies are distributed to each division for use as a reference. ([IV.B.8](#))

The Board of Trustees ensure that policy changes are documented via board minutes, are retained in electronic and written format, and are readily available to the public for review.

SELF EVALUATION

The Board of Trustees acts in a manner that is consistent with the policies and bylaws of the governing board. Their actions, minutes, and resolutions are consistent with the policies and bylaws of the governing board.

As illustrated, the Mt. San Jacinto College Board of Trustees has a comprehensive and extensive system for evaluating and revising its policies on a regular basis. The policy revision and evaluation process occurs annually as changes are received from the CCLC or as new policies are needed to address institutional operations and functions. Additionally, the Board of Trustees reviews the entire Board Policy Manual at minimum every three years. The last review and approval took place on January 20, 2011. ([IV.B.30](#))

The revision and evaluation process is spearheaded by the President's Office with consistent communication to college constituents. The updates to Board Policies and Administrative Procedures are published on the website and available in hard copy format through the President's Office.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Mt. San Jacinto College has established an informal program for board development and has a new member orientation. The board development program addresses the need for Board of Trustees members to learn about Accreditation Standards and expectations, their role as a governing board member as well as issues addressing higher education and community colleges.

Mt. San Jacinto College is a member of the Community College League of California (CCLC). As a CCLC member the college participates in services related to professional board development. The CCLC provides conferences and legislative seminars that the Mt. San Jacinto College Board of Trustees are

encouraged to attend. As one of the methods of informing board members of their expected duties and responsibilities, Mt. San Jacinto College utilizes the CCLC Trustee Handbook and resource packet information on trusteeship during Board of Trustee retreats. ([IV.B.33](#), [IV.B.34](#))

Additionally, Board of Trustee members' active participation in local and state wide organizations furthers their professional development and growth. The current Board of Trustee chair is presently serving as the President of the Inland Valleys' Community College Trustees and CEO Association while other trustees continue to serve on a number of local and county committees and organizations.

Annual Board of Trustee retreats and extended work sessions on April 14, 2011, June 23, 2011, January 21, 2010, July 22, 2010 and September 9, 2010 are offered throughout the year and provide topics of varying interest and within the scope of board development. ([IV.B.35](#), [IV.B.36](#), [IV.B.37](#), [IV.B.38](#), [IV.B.39](#))

The Mt. San Jacinto College Board of Trustees has had consistent membership over the last several years and as such no new member orientations have been conducted recently other than an annual orientation for the elected student trustee, conducted by the Superintendent/President and Vice President of Student Services.

Should a new member be elected the Superintendent/President works with each new Board of Trustee member to familiarize him or her with Mt. San Jacinto College policies and processes. New Board of Trustee members are provided with a copy of district Board Policies and Administrative Procedures, a copy of the Shared Governance document, and other relevant materials that will help educate the new member on the institution and his or her role as a trustee. Additional resources include information relevant to the Accreditation, processes, procedures, current Accreditation cycles, and Accreditation reports, and results or recommendations. This program ensures that all members of the Board or Trustees are informed and educated on all aspects of the Accreditation process, Standards, procedures, and expectations.

Policies on trustee's membership and terms of office are outlined in detail in the Board Policy Manual, each member's term of office shall be four years, commencing within fifteen days of the date that elected governing board members take office, generally at the December Board of Trustees meeting. Elections take place every two years on even numbered years. The terms of the trustees are staggered so that one half of the trustees shall be elected during each trustee election. ([IV.B.8](#))

SELF EVALUATION

The Mt. San Jacinto College Board of Trustees has a formal, written policy for providing continuing membership and staggered terms of office to ensure consistency and continuity of operations. ([IV.B.28](#))

Each member of the governing board has opportunities for ongoing Trustee education and development. Annual retreats and extended work sessions on April 14, 2011, June 23, 2011, January 21, 2010, July 22, 2010 and September 9, 2010 are scheduled throughout the year focused on professional board development topics of varying interest, including those relating to Accreditation Standards and expectations. Additionally, Board of Trustee members are encouraged to attend and participate in various CCLC professional development opportunities. Since governing board members are active within their communities and in various local and state-wide organizations, they have access to additional professional training. ([IV.B.35](#), [IV.B.36](#), [IV.B.37](#), [IV.B.38](#), [IV.B.39](#))

Although the district has had consistent membership on its governing board and has not had to provide any new member orientations in the last several years, the Superintendent/President works with each new Board of Trustee member to familiarize him or her with Mt. San Jacinto College, policies, processes, practices, and Accreditation reports and recommendations.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The Mt. San Jacinto College Board of Trustees is committed to assessing its performance and effectiveness on an on-going basis. Thus, it has implemented a self-evaluation process that provides the Board of Trustees an opportunity to review board duties and responsibilities, strengths and weaknesses of processes and operations, and ultimately ensure alignment with the institution's mission and goals. ([IV.B.40](#))

The Mt. San Jacinto College Board of Trustees adopted a board policy for self-evaluation, which is meant to result in an effective review of their performance.

In collaboration with the Superintendent/President, the Mt. San Jacinto College Board of Trustees has developed a comprehensive process for annual self-evaluation. The most recent iteration of the Board of Trustees self-evaluation took place in June 2009 in accordance with Mt. San Jacinto College Board Policy 2745. The policy demonstrates the Board of Trustees commitment to assessing its performance and identifying strengths. The annual self-evaluation also provides the Board of Trustees with areas of improvement of its functions. ([IV.B.40](#), [IV.B.41](#), [IV.B.42](#))

The following self-evaluation process is used:

1. Self-evaluation questionnaires are distributed to all board members annually in the fall. The questionnaires consists of 45 questions in approximately 11 various categories.
2. The self-evaluation questionnaires are completed and submitted anonymously to the Office of Institutional Effectiveness and Planning for review and analysis.
3. The results are presented to the Trustees as areas of “no concern” to areas “needing improvement.”
4. The self-evaluation results are included as an agenda item for review at the next scheduled Board of Trustees meeting and or work session.
5. The Board of Trustees then develops goals and a remediation plan based upon the self-evaluation information.

The self-evaluation process is completed every other year to ensure that the Board of Trustees have a total of two years to achieve specific goals, make improvements, and address any deficiencies identified in the previous self-evaluation. There is no external input to the Board of Trustee’s evaluation of its effectiveness, except for the process of public elections; it is entirely a self-assessment.

Full implementation of the self-evaluation has been in effect since 2009. Prior to that time, The Mt. San Jacinto College Board of Trustees were researching self-evaluation tools and methods for assessment.

The Mt. San Jacinto College Board of Trustees conducted a review of the self-evaluation process in 2010. At that time, the Board of Trustees developed annual Board of Trustee goals and priorities based upon the self-evaluation findings. ([IV.B.23](#), [IV.B.43](#))

SELF EVALUATION

Mt. San Jacinto College Board of Trustees is committed to assessing its own performance as a governing board in order to identify its strengths and areas in which it may improve its functioning. The Board of Trustees has a clearly defined self-evaluation process and policy.

Governing board members are currently in the process of self-evaluation. The Board of Trustee self-evaluation questionnaire was distributed during the June 24, 2011 Board of Trustees meeting for completion by August 2011.

Based on the prior evaluation results, the current self-evaluation process is effective in assessing performance, acquiring additional insight, and determining future goals.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Mt. San Jacinto College has a code of ethics Board Policy 2715 that clearly outlines and reinforces the obligations of its governing board members and establishes standards of ethical conduct that the district deems appropriate for members of the Board of Trustees. Board members are expected to exercise and maintain at all times high ethical standards, conduct themselves in a manner that is in the best interest of the district, and forgo any and all personal interests. ([IV.B.29](#))

The institution is committed to enforcing the Board of Trustees' Code of Ethics policy and has a process that ensures a fair and objective review of allegations and evidence of violations of the Mt. San Jacinto College Board of Trustees. In the event of any known ethics violations the board has the responsibility of formally reviewing any charges and evidence of alleged violations. Violations of unethical behavior are handled amongst the governing board members in closed session. A plan of action is established by the Board of Trustees as a result of any violation. Violation action plans may be reported out in open session as an action item. ([IV.B.29](#))

In November 2005, it was necessary for the Board of Trustees to work with legal counsel to prepare a resolution regarding censure of a board member due to unethical behavior. There have been no further reported instances of unethical behavior amongst the Mt. San Jacinto College Board of Trustees members.

SELF EVALUATION

The Mt. San Jacinto College governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Although there have not been any recent challenges to Board ethics or standards of practice, the Mt. San Jacinto College Board of Trustees has a specific procedure that outlines the process of how the Board addresses violations of the code of ethics.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.i.

The governing board is informed about and involved in the Accreditation process.

The Mt. San Jacinto College Board of Trustees receives training on Accreditation Standards and expectations in a variety of ways such as attending conferences that are available through the Community College League of California (CCLC). The CCLC has an annual convention in November of each year in which they provide Accreditation workshops. In April/May of each year the CCLC provides a Trustees conference that is specific to Accreditation. The institution's Accreditation Liaison Officer attended the last conference ([IV.B.44](#), [IV.B.45](#))

The Board of Trustees is involved in all aspects of the Accreditation process. Throughout the year the Board of Trustees is updated on the Accreditation process in a variety of ways such as the CCLC newsletter updates, Board updates, Self Study, Mid-Term, and Progress Reporting and Updates, Substantive Change Proposals, and Superintendent/President and Accreditation Liaison Officer presentations and reports. ([IV.B.44](#), [IV.B.46](#), [IV.B.47](#), [IV.B.48](#), [IV.B.49](#), [IV.B.93](#))

Annual planning and work sessions are also conducted specific to the Accreditation process. These activities ensure that the Board of Trustee

members are kept abreast and knowledgeable of all aspects of the Accreditation process on an on-going basis. ([IV.B.44](#))

To further facilitate effective information flow, the college creates an Accreditation timeline which is presented to the Board of Trustee members, as well as the faculty and classified staff, to ensure that all constituent groups are aware of deadlines associated with the various Accreditation processes. An Institutional Effectiveness and Planning website has been developed that features up-to-date information on Accreditation activities including any reporting requirements, timelines, and access to Accreditation Steering Committee meeting agendas and minutes. ([IV.B.50](#), [IV.B.51](#), [IV.B.52](#))

Significant reports, such as the Self Study, Midterm, Follow Up Reports, and Substantive Change Proposals are all forwarded to the Board of Trustees for review and approval. All reports first go to the Board of Trustees as informational items in the Board Agenda. At that time, Board members are given approximately one month to provide feedback and input relative to the reports. During the subsequent Board of Trustees' meeting, the reports are placed on the agenda as Action Items for approval.

The Board of Trustees assesses its own performance using Accreditation Standards. In 2010, the Mt. San Jacinto College Board of Trustees approved a Board goal focused on specific criteria within Accreditation Standard IV.B. As such, the Board of Trustee members are knowledgeable about the Accreditation Standards and those that apply to the governing board. ([IV.B.23](#))

SELF EVALUATION

Board Policy 2200 Board Duties and Responsibilities describes the role of the Board of Trustees in the institutional Self Study and planning efforts. The Mt. San Jacinto College Board of Trustees is fully informed and involved in the Accreditation processes and Standards and therefore plans resources to ensure compliance with those processes. The Board of Trustees is fully supportive and committed to ensuring the improvement of Student Learning Outcomes (SLOs) as evidence by their interest in and support of student learning outcomes for each course and program. ([IV.B.26](#), [IV.B.53](#))

The Mt. San Jacinto College Board of Trustees is informed of institutional reports including the Self Study, Midterm, Follow Up, Substantive Change Proposals, and any recommendations or follow up required by the Accrediting Commission of Community and Junior Colleges (ACCJC). The Superintendent/President and the Accreditation Liaison Officer provides regular updates concerning Accreditation, and the Board of Trustees approves all reports or documents prior to submission to the ACCJC.

As evidenced through the 2010-2011 Board of Trustees goals, members assess their own performance as a governing board using Accreditation Standards and also base much of their self-evaluation on those Standards impacting the governing board. ([IV.B.23](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

As a single college district, the Mt. San Jacinto College Board of Trustees is responsible for selecting and evaluating the district's Superintendent/President. As outlined in Board Policy 2431 the Board of Trustees shall establish a search process to fill a Superintendent/President vacancy which is open and fair. In order to begin the process of selecting a new Superintendent/President, the Mt. San Jacinto College Board of Trustees must determine and approve a search committee, a search liaison, and a selection process with a timeline. These decisions are established by the Board of Trustees and presented on the Board Agenda as an Action Item. The search committee includes representation from faculty, classified staff, students, and community members. The Vice President of Human Resources serves as a non-voting member and Equal Employment Opportunity (EEO) representative. As the committee submits the names of the top candidates, the Board of Trustees establishes its own interview and selection process. The Board of Trustees then selects a candidate to serve as chief administrator, Superintendent/President. The last Superintendent/Presidential search to utilize this process occurred in June 2008. ([IV.B.17](#), [IV.B.54](#), [IV.B.55](#))

In accordance with Board Policy 2435 Evaluation of the Superintendent/President occurs biannually with at least an annual review of established goals. This evaluation is based upon approved institutional goals and objectives that

have been developed and established by the Board of Trustees and takes place in closed session with governing board members. The evaluation itself is a process of measuring the Superintendent/President's performance and ability to successfully complete or accomplish the goals and objectives set forth for the college. The most recent Superintendent/President evaluation took place in spring 2011. ([IV.B.16](#), [IV.B.56](#))

Delegation of authority of the Superintendent/President is clearly defined in Board Policy 2430. That authority is defined as executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action. This delegation of authority is also in line with the Education Code Sections 70902 (d) and 72400. ([IV.B.57](#))

SELF EVALUATION

The Mt. San Jacinto College Board of Trustees has the ultimate responsibility for selecting and evaluating the district's Superintendent/President and has a clearly established Board Policy and a process for the search and selection of the chief administrator. This process was last used during the most recent Superintendent/President search in 2008. ([IV.B.16](#), [IV.B.54](#))

The Board of Trustees has appropriately delegated authority to the Superintendent/President to administer Board Policies, per Board Policy 2430 – Delegation of Authority without the Board of Trustees interference and execute all decisions of the governing board requiring administrative action and implementation. Delegation of authority is clear to all parties, as the Board of Trustees is a policy-making body which employs the Superintendent/President to carry out the policies established by the Board. ([IV.B.58](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President of Mt. San Jacinto College has the primary responsibility for the quality of the institution he leads. In his short three-year

tenure as Superintendent/President, he has provided effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

During this short time period, the Superintendent/President, in cooperation with various Shared Governance groups, has established annual institutional goals, revised the mission statement, developed a vision and values statement, developed a Strategic Plan, Facilities Master Plan and Technology Master Plan, created an Office of Institutional Effectiveness and Planning created a Budget Watch webpage and integrated institutional planning and resource allocations. ([IV.B.24](#), [IV.B.25](#), [IV.B.51](#), [IV.B.59](#), [IV.B.60](#), [IV.B.61](#), [IV.B.62](#), [IV.B.63](#), [IV.B.64](#), [IV.B.83](#))

Specifically, the college Superintendent/President has demonstrated significant leadership in the development of a fully institutionalized planning and resource allocation model that was not in existence prior to his appointment in 2008. Mt. San Jacinto College received several recommendations from the Accrediting Commission of Community and Junior Colleges during its last Self Study in 2005, with most of the recommendations focused on integrated institutional planning, resource allocation, and student learning outcomes and assessment. ([IV.B.64](#))

In fall 2010, Mt. San Jacinto College completed a Follow Up report and hosted a two-day Site Visit. As a result of the visit and completion of the report, Mt. San Jacinto College received a commendation highlighting the institution's tremendous work and determined that the institution was in full compliance with the Accreditation Standards. The institution was also recognized for being at the Continuous Quality Improvement level of the ACCJC Planning Rubric. This progress related to institutional planning, resource allocation, effectiveness, Program Review, and the assessment of student learning outcomes further demonstrates the Superintendent/President's ability to assess planning and institutional effectiveness. ([IV.B.65](#), [IV.B.66](#))

Additionally, the Mt. San Jacinto College Superintendent/President, in collaboration with Academic and Classified Senates, as well as Student Government Association representatives, finalized the completion of a revised Shared Governance document that outlines the current organizational Shared Governance structure and responsibilities for each constituent group and institutional committee. This revision process has taken nearly ten years to complete, with most of the work being finalized during the last three years. ([IV.B.21](#))

SELF EVALUATION

Mt. San Jacinto College is well organized and focused on institutional improvement and effectiveness to support student success. Since the last

comprehensive visit, the college has been successful under the leadership of the current Superintendent/President as demonstrated by his ability to work collegially with all constituent groups to achieve challenging tasks related to planning, resource allocation, and organizational Shared Governance structures.

Mt. San Jacinto College Superintendent/President's ability to create and to maintain a positive campus climate despite the challenging budgetary conditions demonstrates his leadership in managing his primary responsibility of providing a quality institution which directly benefits Mt. San Jacinto College students, faculty, classified staff and administrators.

The Superintendent/President has established student success as a priority for the district and as such has set aside resources and created institutional structures to support student learning outcomes, Program Review, assessment, and institutional effectiveness. ([IV.B.51](#), [IV.B.53](#), [IV.B.67](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The Superintendent/President plans, oversees, and evaluates an administrative structure that is led by the Executive Cabinet members who report directly to him, which includes the Vice Presidents of Instructional Services, Student Services, Business Services, and HR.

Although the Superintendent/President has ultimate authority over college operations as outlined in Board Policy 2430, he delegates authority and responsibility to the appropriate administrators and managers. Each of the Vice Presidents manages the administrators within his or her respective division. These administrators are qualified to perform their responsibilities, which are aligned by the college's mission, strategic priorities, goals, and objectives. ([IV.B.58](#))

The administration currently consists of 24 administrators. Due to budgetary constraints many administrative positions have been unfilled or have been combined to create cost savings for the district and/or reduce duplication of

services. Although Mt. San Jacinto College is a single college district, the institution has several learning sites and as such appropriate administrative structures have been established to account for required staffing, administration, and organization of the different sites.

Executive Cabinet meets weekly to discuss issues and collaboratively make data-driven decisions that are of broad scope that affect the district. A Management Leadership Council that consists of all administrators including the Superintendent/President, Vice Presidents, deans, and associate deans meet quarterly to discuss matters pertaining to their assignments and the college as a whole. All administrators are expected to assist the college in achieving institutional goals, objectives and priorities by way of administrative Program Review, unit and division plans. In addition, administrators are assigned to various college Shared Governance committees and other college committees as needed. ([IV.B.67](#), [IV.B.68](#), [IV.B.69](#))

SELF EVALUATION

The president plans, oversees, and evaluates an administrative structure organized that is staffed to reflect the institution's purposes, size, and complexity. The role and authority of the Superintendent/President is provided in Board Policy 2430. The Superintendent/President assesses the administrative structure to ensure institutional effectiveness and assigns authority to his administrative team consistent with their responsibilities as appropriate. In addition to the weekly Executive Cabinet meetings with his vice presidents, the Superintendent/President holds quarterly meetings with his Management Leadership Council to disseminate information and discuss college wide issues. ([IV.B.58](#), [IV.B.68](#))

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- 1. Establishing a collegial process that sets values, goals and priorities;**
- 2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**

4. Establishing procedures to evaluate overall institutional planning and implementation efforts.

Mt. San Jacinto College Superintendent/President has established a collegial process that sets values, goals and priorities that support the mission of the college. The last Comprehensive Team Visit in 2005 led to a recommendation that encouraged the college to solidify its collegial Shared Governance processes, policies, and procedures.

In spring 2011 under the leadership of the Superintendent/President, Academic Senate, Classified Senate, Student Government Association and the Board of Trustees, the college adopted the revised Shared Governance document. The Shared Governance system outlines the values, roles, responsibilities and composition of the college governance structures. The College Council monitors all governance committees and is responsible for the annual evaluation and assessment of each committee. ([IV.B.21](#), [IV.B.70](#))

In addition, led by efforts of the Superintendent/President, the college revised its mission statement and developed a vision and values statement. The process assures that evaluation and planning rely on high quality research, data, and analysis of external and internal conditions thereby ensuring that educational planning is integrated with resource planning and distribution to achieve SLOs. ([IV.B.53](#), [IV.B.59](#), [IV.B.60](#))

In establishing a collegial process that sets values, goals, and priorities, the Superintendent/President schedules a variety of communication sessions. The Superintendent/President speaks at Convocation, offers “Brown Bag” luncheons, presents at board meetings, updates on the Budget Watch webpage and disseminates information to committees, retreats, and workshops. During these sessions, he shares information about the college goals, financial position, student learning, and organizational structure. He encourages questions through an open-door policy and e-mail communication. ([IV.B.71](#), [IV.B.72](#), [IV.B.73](#), [IV.B.83](#))

To ensure quality research and analysis, the Superintendent/President has familiarized himself with the systems and procedures to extract and analyze data. His detailed understanding of the data and analysis of the institutional performance is illustrated by presentations at Board of Trustees meetings, Brown Bags, Convocations, *MSJCLinks*, Budget Watch webpage retreats and workshops, and other communications. ([IV.B.27](#), [IV.B.71](#), [IV.B.72](#), [IV.B.73](#), [IV.B.83](#))

The research office reports directly to the Superintendent/President. They communicate on a regular basis with the Superintendent/President and other constituent groups, through e-mail communications, and an updated website. In

addition, to participating in the IPC, and Budget Committee the research office is accessible to faculty and staff for questions and can follow set procedures to request data to aid in decision-making. ([IV.B.74](#), [IV.B.75](#))

In order to ensure that student learning, institutional planning, and resources allocation are integrated, the Superintendent/President meets with his Executive Cabinet, which includes the Vices Presidents of Business Services, Instruction, Student Services and Human Resources, weekly and with the Vice Presidents of each division individually to determine the issues affecting all aspects of the college. He also participates in committees and or assigns key people to committees and makes decisions or brings recommendations to the Board of Trustees. Additionally, he shares information with all faculty and staff for their input. For example, in developing the Strategic Plan, he enlisted a committee to formulate the plan and then created an online site for faculty and staff to review and comment on the plan. ([IV.B.61](#))

In support of the collegial process, the Superintendent/President shares and discusses values, goals, and priorities via Convocation both for academic and classified staff setting the tone for each academic year and semester; updates the Board of Trustees; hosts quarterly management meetings; and schedules regular “Brown Bag” lunches with each campus every semester. The Superintendent/President appoints employees to plan and organize the employee appreciation day to further foster community at the college. ([IV.B.68](#), [IV.B.71](#), [IV.B.76](#))

SELF EVALUATION

The Superintendent/President exercises an open communication policy with all members of the Mt. San Jacinto College community. He frequently schedules communication meetings to share information and also to solicit responses from faculty, classified staff, and students. This communication welcomes all points of interest and assures that all departments have an opportunity to share information and help keep the college true to the established goals and mission.

The college meets the standard.

PLANNING AGENDA

None

STANDARD IV.B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The Superintendent/President is delegated authority to implement all appropriate statutes, regulations, and governing Board Policies per Mt. San Jacinto College Board Policy 2430. Since the last comprehensive Self Study in 2005, the district has devoted significant attention to reviewing institutional practices and assuring that those practices are consistent with the college's mission statement and policies. ([IV.B.58](#))

Board Policies and Administrative Procedures are reviewed annually as updates are received from the CCLC, or as needed. As updates are made, the Board Policy and Administrative Procedure Manuals are revised and published on the college's website. This process of review of Board Policies and Administrative Procedures is one of the primary means by which the Superintendent/President assures that institutional practices are aligned and consistent with the mission statement and policies. ([IV.B.8](#))

SELF EVALUATION

Mt. San Jacinto College updates its Board Policies and Administrative Procedures to reflect new regulations and statutes. The Superintendent/President assures the statutes, regulations, and governing Board Policies are implemented. Through the annual updates the college ensures that institutional practices are consistent with the institutional mission and policies.

The Board Policies and Administrative Procedures, along with the institution's defined mission statement, are practiced and published on the college's website.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.2.d.

The president effectively controls budget and expenditures.

The Superintendent/President is authorized by Administrative Procedure (AP) 6100 and Education Code 70902(d) to make use of effective delegation to supervise and control budget management (AP 6250), preparation (AP 6200), and expenditures. The Superintendent/President delegates his authority to the Vice President of Business Services. ([IV.B.77](#), [IV.B.78](#), [IV.B.79](#), [IV.B.80](#))

The Superintendent/President meets with his Executive Cabinet weekly and the budget is a semi-permanent item on the agenda. Furthermore, the

Superintendent/President works closely with Executive Cabinet and the Enrollment Management Committee to effectively manage student enrollment each year. The impact of enrollment to budget is clear to all and monitored closely. ([IV.B.81](#))

Administrative Procedure 6200 authorizes the Dean of Business Services to administer the regulations pertaining to budget preparation activities. Budget development supports the district philosophy of integrating budget planning with all institutional planning. Budget priorities that address the district's Educational Master Plan are established and agreed by the district administration prior to initiating the budget process. The budget is developed in consultation with the Budget Committee, which is composed of the various Shared Governance groups in the district. ([IV.B.64](#), [IV.B.75](#), [IV.B.80](#), [IV.B.82](#))

The Dean of Business Services completes the proposed budget calendar for the ensuing fiscal year for submission to the Board of Trustees in November. In accordance with the Governor's proposed budget, the district's First Principal Apportionment, and the priorities established by the district, the Dean of Business Services formulates and distributes budget instructions in March. These instructions define the parameters for developing departmental budgets and include appropriate financial reports and documentation that will assist in budget development. In particular, the instructions include a requirement that any Resource Allocation Proposal (RAP) must clearly link and directly address the institutional priorities for the budget year. ([IV.B.64](#), [IV.B.84](#), [IV.B.85](#), [IV.B.86](#), [IV.B.87](#), [IV.B.88](#))

Budget administrators are responsible for their area budgets. In conjunction with Business Services, budget administrators must ensure that projected revenues and estimated expenditures for the fiscal year are received and spent as planned. Budget administrators are also required to submit requests for appropriation or expense transfer to Business Services by completing the transaction in Galaxy, the college on-line requisition instrument.

Budget and expenditures are carefully monitored and regular reports are prepared for Board of Trustees review. All college budget decisions are guided by the institutional mission and the institutional priorities that result from its implementation. The budget serves as an instrument by which plans and priorities for the college are reflected.

SELF EVALUATION

Working with the Board of Trustees, campus leadership, and various Shared Governance groups, the Superintendent/President effectively controls budget and expenditures. Under his leadership, budget reserves have been as high as ten percent. The Superintendent/President has consistently balanced the

budget to ensure that expenditures do not exceed revenues; however, given the economic realities and in order to balance the budget, 2011-2012 Adopted Budget required for proactive budget reduction strategies. Presentations regarding the budget took place on June 23, 2011 (Budget Presentation 2011-2012); June 9, 2011 (Adopted Budget Presentation 2011-2012); February 10, 2011 (Maintaining Fiscal Stability); and January 20, 2011 (Budget Proposal 2011-2012). ([IV.B.9](#), [IV.B.10](#), [IV.B.11](#), [IV.B.12](#))

The Board of Trustees and Superintendent/President, aware of the district's double digit growth, have attempted to seek other external funding sources to support facilities and programmatic development, such as a general obligation bond, SFID, and federal/state/local grants. Although both the general obligation bond and SFID met with disappointing results, grants and contracts have been highly successful in providing funding to support innovative academic and student service and programs that have positively impacted student success.

The college meets the standard.

PLANNING AGENDA

None.

STANDARD IV.B.2.e.

The president works and communicates effectively with the communities served by the institution.

Over the last several years the Superintendent/President has established Improving Community Partnerships and Services as one of the key priorities for the institution. The Superintendent/President works and communicates effectively with the communities within the district boundaries personally and through delegation to his administrative team. ([IV.B.24](#), [IV.B.25](#), [IV.B.89](#))

He has been highly effective and successful in establishing himself as a leader of the Mt. San Jacinto College community. The Superintendent/President serves on several boards and organizations; he attends city functions and provides presentations, including council or K-12 school board meetings and maintains important memberships with statewide organizations. He has spent a great deal of time over the last three years getting to know community leaders and has met with nearly every significant group in the surrounding communities.

The Superintendent/President encourages the institution to serve as the cultural and educational center of the community. This is evidenced through the college serving as the host and/or sponsor for various community and regional

events. The college has hosted the local Relay for Life; supported Susan Komen walks, and offered other community events and fundraisers. ([IV.B.90](#), [IV.B.91](#))

The Superintendent/President delegates other members of the administration to further foster community relations through memberships in community service clubs, as members of boards (chambers of commerce, workforce development, and others), or statewide organizations. Administration team members provide information to the communities about the district and organize or participate in community events throughout the district's service area. ([IV.B.89](#))

SELF EVALUATION

Although the Superintendent/President has established himself as a leader within the community by fostering communication with the communities served by the institution, Mt. San Jacinto College has been unsuccessful in one general obligation bond initiated in 2006 and a School Facilities Improvement District (SFID) campaign most recently in fall 2010. Based on these unsatisfactory results, the district is fully cognizant of the critical need to improve communication as well as the public's general awareness of Mt. San Jacinto College, its services, programs, and potential impact in the community as an institution of higher learning.

During recent focus groups for Strategic Plan development held in April 2011, key community leaders from the four main learning sites emphasized the need for improving the awareness of college services, programs, and mission of the college. ([IV.B.92](#))

As a result of the focus group feedback as well as the disappointing results from the general obligation bond and SFID campaigns the district has renewed its focus and identified specific strategies to encourage improved communication and awareness with the communities served by the institution. These strategies are part of the 2011-2014 Strategic Plan. ([IV.B.61](#))

The college meets the standard.

PLANNING AGENDA

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

STANDARD IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Not applicable.

STANDARD IV.B.3.a.

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Not applicable.

STANDARD IV.B.3.b.

The district/system provides effective services that support the colleges in their missions and functions.

Not applicable.

STANDARD IV.B.3.c.

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Not applicable.

STANDARD IV.B.3.d.

The district/system effectively controls its expenditures.

Not applicable.

STANDARD IV.B.3.e.

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies

without his/her interference and holds them accountable for the operation of the colleges.

Not applicable.

STANDARD IV.B.3.f.

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Not applicable.

STANDARD IV.B.3.g.

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Not applicable.

Standard IV.B References

- IV.B.1 [Board of Trustee Agenda, Rescheduling of Election Cycle, February 10, 2011](#)
- IV.B.2 [Board of Trustee Minutes, Rescheduling of Election Cycle, February 10, 2011](#)
- IV.B.3 [Board of Trustees Webpage](#)
- IV.B.4 [BP 2015 - Student Member](#)
- IV.B.5 [Mission Statement](#)
- IV.B.6 [BP 4020 - Program Curriculum & Course Development](#)
- IV.B.7 [Board Policies Chapter 2](#)
- IV.B.8 [Board Policies and Administrative Procedures](#)
- IV.B.9 [Budget Presentation to Board of Trustees, June 23, 2011](#)
- IV.B.10 [Adopted Budget Presentation to Board of Trustees, June 9, 2011](#)
- IV.B.11 [Maintaining Fiscal Stability, February 10, 2011](#)
- IV.B.12 [Budget Update 2011-2012, Presentation to Board of Trustees, January 20, 2011](#)
- IV.B.13 [Board of Trustees Agenda, Quarterly Financials, November 10, 2010](#)
- IV.B.14 [Board of Trustees Agenda, Quarterly Financials, February 10, 2011](#)
- IV.B.15 [Board of Trustees Agenda, Quarterly Financials, May 12, 2011](#)
- IV.B.16 [BP 2435 - Evaluation of Superintendent/President](#)
- IV.B.17 [BP 2431 - Superintendent President Selection](#)
- IV.B.18 [District Area Map](#)
- IV.B.19 [BP 2330 - Quorum & Votes](#)
- IV.B.20 [BP 2345 - Public Participation at Board Meetings](#)
- IV.B.21 [Shared Governance Document](#)
- IV.B.22 [BP 2710 - Conflict of Interest](#)
- IV.B.23 [Board of Trustees Goals](#)
- IV.B.24 [Institutional Goals 2009-2010](#)
- IV.B.25 [Institutional Goals 2010-2011](#)
- IV.B.26 [BP 2200 - Board Duties and Responsibilities](#)
- IV.B.27 [Annual Board Presentations](#)
- IV.B.28 [BP 2010 - Board Membership](#)
- IV.B.29 [BP 2715 - Code of Ethics/Standard of Practice](#)
- IV.B.30 [BP 2410 - Policy Administrative Procedures](#)
- IV.B.31 [Annual Policy & Procedure Workshop Spring 2009](#)
- IV.B.32 [Annual Policy & Procedure Workshop Spring 2010](#)
- IV.B.33 [Community College League of California \(CCLC\)](#)
- IV.B.34 [CCLC Trustee Handbook](#)
- IV.B.35 [Board of Trustees Minutes, Work Session, April 14, 2011](#)
- IV.B.36 [Board of Trustees Agenda, Work Session, June 23, 2011](#)
- IV.B.37 [Board of Trustees Minutes, Work Session, January 21, 2010](#)
- IV.B.38 [Board of Trustees Minutes, Work Session, July 22, 2010](#)

- IV.B.39 [Board of Trustees Minutes, Work Session, September 9, 2010](#)
- IV.B.40 [BP 2745 - Board Self Evaluation](#)
- IV.B.41 [Board Annual Evaluation Process](#)
- IV.B.42 [Self Evaluation June 2009](#)
- IV.B.43 [Self Evaluation Process 2010](#)
- IV.B.44 [Training on Accreditation Standards](#)
- IV.B.45 [CCLC Trustees Conference for Accreditation](#)
- IV.B.46 [CCLC Newsletters](#)
- IV.B.47 [Self Study](#)
- IV.B.48 [Midterm Report](#)
- IV.B.49 [Substantive Change Proposal](#)
- IV.B.50 [Accreditation Timeline](#)
- IV.B.51 [Institutional Effectiveness and Planning](#)
- IV.B.52 [Accreditation Steering Committee Agendas & Minutes](#)
- IV.B.53 [Student Learning Outcomes \(SLOs\)](#)
- IV.B.54 [Board of Trustees Agenda, Selection of President](#)
- IV.B.55 [Board of Trustees Agenda, Hiring of President Action Item](#)
- IV.B.56 [Evaluation of President](#)
- IV.B.57 [BP 2340 - Agendas](#)
- IV.B.58 [BP 2430 - Delegation of Authority](#)
- IV.B.59 [Board of Trustees Minutes, Mission Statement Approval, September 10, 2009](#)
- IV.B.60 [Vision & Values Statement](#)
- IV.B.61 [Strategic Plan](#)
- IV.B.62 [Facilities Master Plan](#)
- IV.B.63 [Technology Master Plan](#)
- IV.B.64 [Resource Allocation Proposal \(RAP\)](#)
- IV.B.65 [Site Visit 2010](#)
- IV.B.66 [Site Visit 2010 Commendation](#)
- IV.B.67 [Program Review](#)
- IV.B.68 [Management Leadership Team](#)
- IV.B.69 [Unit and Division Plans](#)
- IV.B.70 [College Council](#)
- IV.B.71 [Convocation 2010](#)
- IV.B.72 [Brown Bag Lunches](#)
- IV.B.73 [MSJCLinks](#)
- IV.B.74 [Institutional Planning Committee \(IPC\)](#)
- IV.B.75 [Budget Committee](#)
- IV.B.76 [Employee Appreciation Day](#)
- IV.B.77 [Annual Policy and Procedure Workshop Spring 2011](#)
- IV.B.78 [AP 2710 - Conflict of Interest](#)
- IV.B.79 [AP 6250 – Budget Management](#)

- IV.B.80 [AP 6200 – Budget Preparation](#)
- IV.B.81 [Enrollment Management Team \(EMT\)](#)
- IV.B.82 [Educational Master Plan](#)
- IV.B.83 [Budget Watch Webpage](#)
- IV.B.84 [Budget Calendar 2010-2011](#)
- IV.B.85 [Board of Trustees Agenda, Budget Calendar Approval, November 10, 2010](#)
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- IV.B.96 [Board of Trustees Agenda, Work Session, September 9, 2010](#)
- IV.B.97 [Board of Trustees Minutes, Work Session, September 9, 2010](#)
- IV.B.98 [Progress Report Fall 2007](#)

Planning Agendas 2011

STANDARD I – INSTITUTION MISSION AND EFFECTIVENESS

Standard I.A.1

1. Mt. San Jacinto College will complement the mission statement by adopting a values statement. The draft value statement was finalized by a task force during the spring 2011 term. Approval and formal publishing of the values statement is scheduled for the fall 2011 semester.
2. Through the Vision and Values task force develop a vision statement by the end of 2011-2012.

Standard I.A.4

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

Standard I.B.5

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

STANDARD II –STUDENT LEARNING PROGRAMS AND SERVICES

Standard II.A.2.b.

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

Standard II.A.2.f

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

Standard II.A.2.g

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

Standard II.A.7.b

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

Standard II.B.2.c

1. Incorporate the updated grievance process in the Student Handbook and Orientation Guide and the 2012-2013 catalog.
2. Implement the computerized archival program for reporting all complaints, grievances and violations of Student Conduct during fall 2011.

Standard II.B.3.c

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

Standard II.B.3.e

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

Standard II.C.1.a

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

Standard II.C.1.b

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

Standard II.C.1.d

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

STANDARD III - RESOURCES

Standard III.A.1.b

1. Complete development of a comprehensive tracking and notification process to ensure that evaluations are submitted in a timely manner for all Mt. San Jacinto College employees.
2. Develop an assessment process to provide for continuous improvement of the newly developed comprehensive tracking and notification system.

Standard III.A.1.c

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

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

Standard III.A.1.d

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

Standard III.A.2.

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

Standard III.A.3.a

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

Standard III.A.5.b

1. To further enhance the standard the district will design and implement a comprehensive district-wide professional development program, consolidating all campus professional development programs under one coordinating entity by 2013.
2. Reactivate the Staff Development Committee in fall 2011.

Standard III.A.6

1. By 2012, the district will develop a district-wide staffing plan to support the personnel needs of the district. In the future as resources become more available and are allocated, the effective assessment of personnel allocation will be at the forefront as the Budget Committee and Institutional Planning Committee will become more involved in capturing this data on past and future allocations.
2. Develop a process to determine faculty hiring priorities that is data driven linked to institutional planning and Program Review.
3. Using the new process, create a prioritized faculty hire list annually.

Standard III.B.1

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

Standard III.B.1.b

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

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

Standard III.B.2.a

1. Develop an Administrative Procedure for Total Cost of Ownership.

Standard III.B.2.b

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

Standard III.C.1.

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

Standard III.D.1.a

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

Standard III.D.1.b

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

Standard III.D.2.a

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

Standard III.D.2.d

1. Evidence indicates that not all corrective actions identified in the audit are addressed and completed. One area that continues to be a challenge for the district is the collection of census

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

Standard III.D.3

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

STANDARD IV – LEADERSHIP AND GOVERNANCE

Standard IV.B.2.e

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

Abbreviations and Acronyms

3CDUG: California Community College Datatel Users' Group *see also* DUG

@ONE: technology training grant from the California Community Colleges Chancellor's Office.

AA: Associate of Arts Degree

AACCRAO: American Association of Collegiate Registrars and Admissions Officers

AB: Assembly Bill

ACCCA: Association of California Community College Administrators

ACCJC: Accrediting Commission for Community and Junior Colleges

ACCT: Accounting

ACS: Accreditation Climate Survey

ADA: Americans with Disabilities Act

ADS: Alcohol and Drug Studies

AH: Allied Health

AIFS: American Institute for Foreign Studies

AJ: Administration of Justice

AP: Administrative Procedure

APR: Annual Performance Report

AQMD: Air Quality Management District

ARCC: Accountability Reporting for the Community Colleges

AS: Associate of Science Degree

ASB: Associated Student Body

ASSIST: The official California repository for all articulation agreements for the CCC, CSU and UC systems.

ASSIST OSCAR: Online Services for Curriculum and Articulation Review

ATB: Ability to Benefit

ATRC Form: Approval Tracking and Request for Changes form

AUME: Automotive, Transportation/Technology

AUO: Administrative Unit Outcome

AUP: Acceptable Use Policy

BADM: Business Administration

BAM Fund 61: MSJC's self-insurance fund

BCP: Budget Change Proposal

BEAR: Bias Education Assessment and Response

BIOL: Biology

BLS: United States Bureau of Labor Statistics

BOT: Board of Trustees

BP: Board Policy

BSI: Basic Skills Initiative

CAD: Computer Aided Drafting

Cal-Pass: California Partnership for Achieving Student Success

CAN: California Articulation Number System *see also* TCSU

CARE: Cooperative Agencies Resources for Education (also see EOPS)

CASA: Center Against Sexual Assault

CATs: Classroom assessment techniques

CB 21: The data element CB 21 indicates course levels in a sequence below the transferable course in English, ESL, Mathematics, and reading.

CBA: Collective Bargaining Agreement

CCCCO California Community College Chancellor's Office

CCCConfer: California Community College Chancellor's telephone and video conferencing system

CCCTRAN: California Community College Transcript Exchange Program

CCFS 311Q: Quarterly financial report

CCLC: Community College League of California

CCRAA: College Cost Reduction and Access Act

CELSA: Combined English Language Skills Assessment

CENIC: Corporation for Education Network Initiatives in California

CEO: Chief Executive Officer

CIAC: California Intersegmental Articulation Council

CIS Department: Computer Information Systems Department

CISCO AVVID: Network Infrastructure

CISOA: Chief Information Officers Association

CLEP: College Level Examination Program

CMS: Content Management System or Course Management System

CMMS: Computerized Maintenance Management System

CNAR: Computer Network Access Removal

CNSA: Computer/Network Service Access Request

CompuTrace: Geo tracking system for stolen computers

CRF: Contract Request Form

CRLA: College Reading and Learning Association

CSEA: California School Employees Association

CSU: California State University

CSU/GE Breadth: California State University General Education Breadth

CTA: California Teachers Association

CTE: Career and Technical Education

CWA: Communications Workers of America

Datatel: Datatel, Inc. [corporation]

Datatel ERP: Enterprise Resource Planning software system

DE: Distance Education

DLO: Departmental Learning Outcomes

DMS: Diagnostic Medical Sonography

DOE: Department of Education

DSPS: Disabled Students Program and Services

DSS: Decision Support System

DUG: Datatel Users' Group *see also* 3CDUG

EAC: Eagle Access Centers staffed with personnel to provide students with access to services

EDA: Economic Development Agency

EDC: Probably Economic Development

EDD: Employment Development Department

EEO: Equal Employment Opportunity

EMP: Educational Master Plan

EMWD: Eastern Municipal Water District

ENGL: English

EOPS/CARE: Extended Opportunities Program and Services/Cooperative Agencies Resources for Education

EPA: Environmental Protection Agency

ERP: Enterprise Resource Process

ESL: English as a Second Language

ETC: Educational Technology Committee

FA: Fall semester

FAFSA: Free Application for Federal Student Aid

FAQs: Frequently Asked Questions

FCA: Facilities Condition Analysis

FERPA: Family Educational Rights and Privacy Act

FLEX: FLEX program consists of staff development activities "in lieu of" regular instruction.

FMP: Facilities Master Plan

FPP: Final Project Proposal

FTEF: Full Time Equivalent Faculty

FTES: Full Time Equivalent Students

FUSION: Facilities Utilization Space Inventory Options Net

GASB: Governmental Accounting Standards Board

GE: General Education

GED: General Education Development Exam

GELOs: General Education Student Learning Outcomes

Haz-Mat: Hazardous Materials

HEERG: Higher Education and Evaluation Research Group

HP: Hewlett Packard Corporation

HR: Human Resources

HVAC: Heating, Ventilation and Air Conditioning

IA: Instructional Aide

ICTC: Information, Communication, and Technology Committee

IEALC: Inland Empire Academic Library Collaborative

IELM: Instructional Equipment and Library Materials

IGETC: Intersegmental General Education Transfer Curriculum

ILL: Interlibrary Loan

ILO: Institutional Learning Outcomes

IPC: Institutional Planning Committee

IPEDS: Integrated Postsecondary Educational Data System

IPP: Initial Project Proposal

IPR: Instructional Program Review

IPRC: Instructional Program Review Committee

IRB: Institutional Research Board

ITS: Instructional Technology Support Department

JHC: Joint Hiring Committee

JLDP: Job Location Development Program

JPA: Joint Powers Authority

LAN: Local Area Network

LC: Learning Center (see LRC)

LD: Learning Disability

LD Eligibility Model: Learning Disability Eligibility Model from the CCCCCO

LEG: Legal Office Support

LIB: Library Research and Information Competency

LPA: firm hired by MSJC District to guide and develop Facilities Master Plan

LRC: Learning Resource Center

LSP: Learning Skills Program

LVN: Licensed Vocational Nurse

MBTI: Myers-Briggs Type Indicator

MIS: Management Information Systems

MRC: Mutual Responsibility Contract

MSJC: Mt. San Jacinto College

MSJC Alert: emergency notification system for all staff, faculty, administrators and students

MSJCLinks: Monthly internal newsletter

My MSJC: Web portal for instructional and student services

MVC: Menifee Valley Campus

Nichols' Model: Nichols' Model of Institutional Effectiveness

NSLC: National Student Loan Clearinghouse

OCLC: On-line Computer Library Center Inc.

PAL: Prioritization Allocation Links

PAR: Prioritization Allocation Rubric

PDA: Personal Digital Assistant

PLOs: Program Learning Outcomes

Presidium: A support service portal

RAID technology: Redundant Array of Independent Disks

RAP: Resource Allocation Proposal

RCOE: Riverside County Office of Education

RE: Real Estate

RFP: Request for Proposal

RN: Registered Nurse

SAN: Storage Area Network

SAO: Services Area Outcome

SARS: SARS (software program)

SCAQMD: South Coast Air Quality Management District

SDICCCA: San Diego/Imperial County Community College Association

SFID: School Facilities Improvement District

SGA: Student Government Association (formerly called ASB, Associated Student Body)

SI: Supplemental Instruction

SIPE: (Community Colleges/Riverside County) Superintendent Insurance Program for Employees

SIRCULS: reciprocal borrowing and lending library loans

SIRSI: SIRSI library support system

SJC: San Jacinto Campus

SLO: Student Learning Outcomes

SM/SR Plan: Scheduled Maintenance/Special Repair Plan

SMS: Short Message Service (messaging protocol)

SP: Spring semester

SPAM *use* spam

SQL: Structured Query Language

SRTK: Student Right to Know

STEM: Science, Technology, Engineering, and Mathematics

STOP: Security Gel Plates affixed to equipment to help ID stolen equipment

SSTF: Student Success Team (formerly Student Success Task Force)

SU: Summer semester

SWAC: Statewide Association of Community Colleges

SWOTs analysis: Strengths, Weaknesses, Opportunities and Threats

TA: Teaching Assistant

TCO: Total Cost of Ownership

TCSU: Transfer CSU Numbering System *see also* CAN

TOP codes: Taxonomy of Programs codes

TOPS: codes *see* TOP codes

TRAN: Tax and Revenue Anticipation Notes

TRIO: Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.

TS advisor: Talent Search advisor

TTIP: Telecommunications and Technology Infrastructure Program

TTY/TDD: Telecommunications Device for the Deaf

UB/TS advisor: Upward Bound or Talent Search advisor

UC: University of California

UCR: University of California, Riverside

VoIP: Voice over Internet Protocol

WAN: Wide Area Network

WASC: Western Association of Schools and Colleges

WCMS: Web Content Management System

WSCH: Weekly Student Contact Hours