



Mt. San Jacinto College

Master Plan 2000-2005



Education for the Millennium

MT SAN JACINTO COMMUNITY COLLEGE DISTRICT

MASTER PLAN 2000-2005



Mt. San Jacinto Community College District
1499 No. State Street, San Jacinto, CA 92583 (909) 487-6752
Website Address: <http://www.msjc.cc.ca.us>

CAMPUSES:

Menifee
San Jacinto

COMMUNITIES SERVED:

Aguanga	Mountain Center
Anza	Murrieta
Banning	Nuevo
Beaumont	Perris
Cabazon	Pine Cove
Canyon Lake	Romoland
Cherry Valley	Sage
Hemet	San Jacinto
Homeland	Sun City
Idyllwild	Temecula
Lake Elsinore	Wildomar
Lakeview	Winchester
Menifee	

As recommended by Dr. Richard J. Giese, this report was adopted by the Mt. San Jacinto Community College District Board of Trustees on April 13, 2000.
The Board of Trustees is the governing body of the District.

TABLE OF CONTENTS

History	i
Acknowledgments.....	ii
Master Plan Process.....	1
Mission Statement.....	2
Consolidated Goals.....	3
Educational Trends, Partnerships, and Marketing Task Force Report	16
Transfer Education Task Force Report	42
Career Education Task Force Report.....	50
Student Services – External Task Force Report	54
Student Services – Internal Task Force Report	66
District Services Task Force Report.....	80
Technology Task Force Report	88
District Outreach Task Force Report	94
Quality of Life Task Force Report.....	98
Student Access Task Force Report	102

HISTORY

In 1962, the citizens of Banning, Beaumont, Hemet, and San Jacinto voted to create the Mt. San Jacinto Community College District.

The College enrolled its first students in the fall of 1963 and held classes in rented facilities. The San Jacinto campus, which opened in 1965 with two buildings, has grown into a comprehensive college campus serving the needs of students and the community. In 1975, the residents of Temecula, Lake Elsinore, Perris, and adjacent areas voted to join the Mt. San Jacinto Community College District, increasing the college's area to the present 1,700 square miles. Although the boundaries have remained stable since 1975, the District has changed dramatically, especially since the 1980's. In recent years, unprecedented population growth has fostered the highest rate of enrollment increase of all 107 community colleges.

In response to this intensive growth, Mt. San Jacinto College (MSJC) opened its Menifee Valley campus in October 1990. By the end of its first year, the Menifee Valley campus had enrolled 2,100 students.

With both campuses experiencing rapid growth, the District has engaged in extensive planning and development to ensure state-of-the-art learning environments for MSJC students. The San Jacinto campus has been master-planned and essentially will be rebuilt over the next 15 to 20 years to accommodate 12,000 to 15,000 students. In the fall of 1993, the Alice P. Cutting Business & Technology Center opened to students with new laboratories for business, computer information science, engineering technologies, electronics and photography. In the fall of 1995, a state-of-the-art music building opened on the San Jacinto campus.

The master plan for the Menifee Valley campus will ultimately provide for 15,000 to 20,000 students. Construction plans also call for the first phase of a new library facility on this campus. A vast increase in classroom space on the Menifee Valley campus occurred in 1995-1996 with the opening of the Allied Health and Fine Arts buildings. In 1997-1998 in partnership with MSJC, Azusa Pacific University added eight new classrooms, two to be shared with the college and two for MSJC's exclusive use. At the end of the Azusa Pacific lease, all eight classrooms will become the property of MSJC.

As part of a single college, multi-campus district, MSJC faculty and staff from both campuses work together to provide the highest quality curriculum and student services possible. The Board of Trustees, the Superintendent/President, faculty, and staff have made the commitment to provide the highest quality transfer and occupational education programs and services in a supportive teaching and learning environment. As the College continues to grow in the years ahead, the tradition of building for the future, which began in 1963, will continue to guide Mt. San Jacinto College in its quest for excellence, during the 21st century.

ACKNOWLEDGMENTS

The Superintendent/President extends a special thank you to the dedicated staff members who devoted an enormous amount of time and effort, in addition to their regular duties, to develop the Master Plan. Your commitment is greatly appreciated.

NOTE: Task Force members who helped to develop and finalize the Master Plan are listed with the Task Force Reports.

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MASTER PLAN

2000-2005

CHARRETTE

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MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT

MASTER PLAN 2000-2005 | PROCESS

In October 1999, more than 100 District employees and students began the difficult task of preparing a Master Plan to establish goals for the next five years. Ten task forces worked diligently to develop background material and delineate their visions for the direction of the District from 2000 through 2005. The task forces focused on the following major areas:


1. Educational Trends, Partnerships, and Marketing
2. Transfer Education
3. Career Education
4. Student Services – External
5. Student Services – Internal
6. District Services
7. Technology
8. District Outreach
9. Quality of Life
10. Student Access

After each task force reviewed its assigned area, each then discussed and researched the future needs in the particular area. Each task force provided specific recommended


goals to be forwarded to the members of a joint critique group comprised of District representatives and community leaders, a Charrette process.

The District then held a two-day Charrette, which included approximately 90 District and community participants. Each of the ten task force topics were again reviewed and discussed; the Charrette participants then consolidated and prioritized many of the goals of each task force. The original goals can still be found in the volume prepared for the Charrette held on February 25 and 26, 2000.

The Master Plan before you is the result of months, days and hours of hard work by the devoted staff, faculty, students, and community involved with the Master Plan process. As a result of this effort, thirty-six goals have been established. The adopted goals represent the areas of highest priority for the District in the next five years. Although each of the thirty-six goals that follow is numbered, it is important to note that they are not numbered in any order of importance.



*It is the mission of
Mt. San Jacinto College to
provide excellent academic,
career and life-long learning
programs in a student-centered
environment while meeting the
needs of the diverse communities
and populations served, and to
promote the cultural and ethnic
diversity of students and staff.
As a major community resource,
the college also provides
programs for personal
enrichment and cultural
opportunities for the
entire community.*



ADOPTED BY THE MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES ON MAY 10, 1994

(The Mission Statement is currently being revised)

CONSOLIDATED GOALS

1. RECRUITMENT

Develop a comprehensive outreach program that emphasizes recruiting and retaining traditional students, re-entry, and under-served students from linguistically and culturally diverse backgrounds, senior citizens, and international students.

The College should develop, support, and sustain a recruitment program. Because of the need to increase the visibility of the College within the District, the outreach program should identify and contact potential students living throughout the communities served by the District. The program should recruit and retain students from traditional and non-traditional constituent populations, using College outreach personnel, language appropriate recruitment materials, and clearly defined recruitment strategies. Most importantly, the effort should be a comprehensive program that uses qualified personnel and available equipment to inform communities about the College.

2. ARTICULATION

Develop further educational partnerships with the College's feeder high school districts, regional CSU, UC, and private university campuses that involve articulation agreements for priority and guaranteed admission and pathways for completing baccalaureate degree programs.

MSJC currently has an impressive number of articulation agreements. Four-year insti-

tutions are approaching MSJC in increasing numbers requesting the development of articulation agreements. It is imperative in order to assure the successful transfer of students that the College should take an assertive role that seeks to develop agreements with transfer colleges throughout the region. As MSJC grows, it provides educational opportunity for more communities within the District. To serve effectively its growing population, the College should strengthen the partnerships with high schools, creating a pathway that provides a greater transfer selection for the graduates.

3. INSTRUCTIONAL PROGRAM AND BUSINESS/INDUSTRY LINKAGES

Link career education programs to the general education curriculum and workforce development programs to provide a direct application of course content to workforce needs in business and industry and to expand services to business and industry.

The businesses and industries that provide career opportunities to graduates of the MSJC career education programs request increased preparation and skill levels of our students. The College can assist graduates with the needed preparation by strengthening the connection between general education curriculum and workforce development programs to provide a direct application of course content to workforce needs. By increasing the broad experience provided by the general education program, the workforce development programs will provide students

with increased preparation. The continued improvement in the linkages between the College and business and industry in the region is a key component to assuring that the education received by students meets the needs of the potential employers.

4. LIBRARY SERVICES

Provide and maintain a comprehensive and up-to-date collection of educational materials in a variety of modes including hard copy and on-line formats to assist students, faculty, and staff with their research needs. The collection of materials and other resources should be made available to the widest possible audience on both campuses and at off-campus sites.

The libraries are currently implementing the Z39.50 compliant automated library system as well as completing a library technology plan. The new information formats will include digital video disc, and other electronic information delivery systems. While a lack of adequate library space is a critical issue for the Menifee Valley campus, the new information formats will enable the libraries to provide increased access to online resources through new subscriptions and additional computers to support the use of electronic information resources. As library staff expands the use of new technologies in the libraries on the San Jacinto and Menifee campuses, library staff will train students, faculty, and staff in the use of electronic resources. The training of faculty and staff will support distance education programs including programs at off-campus sites.

5. COUNSELING / ADVISEMENT

Implement a plan for the Counseling Department based upon the student services program review that will develop a clear vision and a set of goals.

A recommendation from the accreditation review included the development of a program review for all of Student Services in order to assess program effectiveness and to advance recommendations that would improve the service to students. The Counseling Department has been effective in the effort to advise students concerning career and transfer opportunities. However, because of a series of changes in leadership, the department has operated without defined goals and direction upon which all have agreed. It is an important time in the evolution of the counseling program for the counselors and staff to work collaboratively with the new Student Services Dean to develop the department plans. While the focus of the counseling program should remain on Career and Academic advising, the department must address a procedural and operational review to improve the service to students.

6. CAMPUS DEVELOPMENT

Initiate planning strategies to assist in the establishment of a comprehensive college at the Menifee Valley campus and to increase the available educational facilities in Temecula.

The communities surrounding the San Jacinto and Menifee Valley campuses are different and sufficiently apart that the

College needs to develop strategies to ensure that the Menifee Valley campus moves toward full campus status with comprehensive student services and instructional programs. The Menifee Valley campus desperately needs a library, along with additional classroom and office space. Without a plan to build new facilities in which faculty may expand and develop new programs and without a strategy to purchase land on which to build new facilities, the Menifee Valley campus will be unable to serve the increasing number of students in the surrounding communities. Likewise, the communities of Temecula and Murrieta need to have an educational facility that provides comprehensive student services and instructional programs for students to earn certificates and degrees.

7. TECHNOLOGY

Integrate technology wherever appropriate into all phases of the College organization and operation to keep current in an age of exploding technological growth, which produces greatly increased productivity and effectiveness.

The District must recognize, develop, and financially support implementing a comprehensive and integrated information system. This system should reflect anticipated needs of the District that will assist the College with its effort to keep technologically current. The information system should address expected research and decision-making needs that will assist with the continued development of the College. Implementing this system could include

existing and changing technologies and expected records management, staff recruitment, retention, and training needs.

8. SCHEDULING

Create a District Task Force to develop a course schedule pattern that enables students to complete certificates, AA/AS and transfer programs within one to three years. This new course schedule must make maximum use of existing facilities.

In an environment of significant student growth, the College must respond by increasing student access, student retention, and completion rates. This increase could be accomplished through a planned effort.

A course schedule should be developed that increases transfer readiness by creating an integrated skills program and by developing a bridge between non-credit ESL courses and collegiate programs. The new schedule should consider time for student activities, such as college activity hours. The newly developed schedule should maximize the use of available instruction space throughout the District.

9. FINANCE

Develop a task force of community and college leaders who will establish a strategy that is focused on securing adequate institutional funding through the creation of a linkage with area and regional legislators and other appropriate individuals.

Mt. San Jacinto College finds itself in a paradoxical situation. The College has one of the highest student enrollment growth rates in the State. If the population projections are accurate, the enrollment growth will continue for a decade. At the same time, the College is last in the State when rated for the number of adults who attend the College from the communities within the District. MSJC's last place position in the state occurs while the College is funded at a level that is significantly below the median financial funding level for all of the California Community Colleges. Currently, the College is fiscally stable. However, with the rising population in the surrounding areas (Temecula, Murrieta, Banning and Beaumont), there will be competition for the existing resources. The College needs to make sure it gets enough of the resources to maintain quality growth.

A defined effort should be created that is focused on securing additional adequate funding that will permit the College to offer more students the opportunity to enroll in certificate and degree programs. The efforts could include a task force comprised of community and college leaders who would develop a program strategy to keep regional legislators and policy makers apprised of the challenges faced by the College. This task force could look for local and federal funding opportunities, including an expanded role for the MSJC Foundation.

10. DISTANCE LEARNING

Design, develop, implement, and maintain a distance learning system that effectively serves the instructional efforts of the

College and provides for related uses that include student support services.

The application of technology in education has caused traditional concepts of how courses may be taught to be redefined within the traditional classroom environment. Increasingly students and faculty are comfortable with the use of current and emerging technologies to provide the opportunity to take a class and to receive an education. MSJC should establish a distance education program that incorporates available instructional technologies including the Internet, interactive television, and digital video streaming, among others. The classroom should be expanded to include home access to courses and access to library and resource materials through electronic access.

Research indicates that distance education programs that lack comprehensive services fail to thrive. Consequently, distance education programs should allow students the opportunity to register for classes and to receive additional student support services. Such services could include financial aid, transfer and career advising, book purchases, and the use of the library and resources. It is recognized that this avenue will not be the preference of all students but should be available to those who would choose to use technology to continue their education.

11. ACADEMIC BASIC SKILLS

Develop an integrated, academic skills program to increase transfer readiness among students enrolled in the College's non-credit or credit programs and to improve the quality of advise-

ment, performance in basic skills, and the assessment of progress among career education students.

The College provides a basic skills course offering that has a limited selection available to students. As the number of enrolled students increases, so does the need for expanded opportunities for students to be prepared for transfer courses in a variety of majors. The College should develop a comprehensive academic skills program that provides an opportunity for students to progress successfully through a full range of basic skills preparation. Such a program would include non-credit, as well as credit course offerings, and include a structured assessment of progress within the program. The program would offer students who pursue a career education path or intend to transfer the opportunity to build a solid basic skills foundation. A comprehensive program should improve an already successful student transfer rate and provide students with career opportunities.

12. FOUNDATION

Develop an aggressive plan focused on accomplishing expanded visibility and support for the Foundation from within the communities and campuses of the College. The plan will concentrate efforts to increase fund raising activities resulting in larger contributions to the College while completing the conversion to financial independence.

The Mt. San Jacinto College Foundation has successfully supported the College and

its students by providing the opportunity to award a significant number of student scholarships and assistance for the instructional programs. The Foundation Board recognizes that, as the College grows and becomes more diverse, it is important for the Foundation to respond to the changes through a review and expansion of its activities. It is expected that a long term Foundation operational plan will be initiated and completed. The Foundation Board recognizes that the road to success includes an increased awareness within the community and on the campuses of the College concerning its direction and accomplishments. The planning effort will highlight the increased visibility and the important need to increase fund raising as the operation continues to move toward financial independence. The fund raising activities could include financial resources, capital items, and physical contributions. The Foundation is a successful organization, capable of adjustment and expansion in response to the changing environment.

13. RESEARCH

Develop a process to establish research priorities in response to information requests within and outside of the District and establish a calendar for on going research and information requirements.

There are numerous on-going research and evaluation requirements mandated by the state and by accreditation. These tasks are best met by establishing a research calendar. These tasks include, but are not limited to, assessment validation, course pre-

requisite validation, curriculum and program review, IPEDS reporting, and additional data reporting to both the state and federal government.

Ongoing planning and evaluation of institutional effectiveness necessitates a process by which research priorities may be established. The College anticipates that priorities will change based on the information needs of District personnel and outside requesters. The development of a process to evaluate these ad hoc research requests fits best with the spirit of strategic planning.

14. MARKETING

Implement an aggressive coordinated marketing program, using traditional and non-traditional methods, to emphasize the strengths of each of MSJC's campuses, to target specific audiences, and to promote student success and participation.

The College will experience continued, managed student enrollment growth. To communicate with the growing number of constituents in the District regarding the educational opportunities, a planned and coordinated marketing program is important. The focus of the program should include contact with individuals in the communities the College serves, as well as students who are currently enrolled. The use of technology, especially the MSJC Web site, will be an important part of the communication plan.

The marketing effort should emphasize continuing community linkages and establishing new partnerships with community agencies and business. Special attention should be given to connecting with under-

represented communities, especially the Hispanic and Native American communities.

15. COMMUNICATIONS

Implement a consistent and systematic program to further internal and external communication, understanding, and trust of students, employees, and community.

MSJC is poised to move to a new level of service to the communities within the service area of the District. The College will change its organizational culture as it grows in size and complexity. An important part of that change is internal communication that will allow the members of the College community to participate in the discussions and determinations that direct our future.

It is important to have a structured and consistent, internal communication system that provides the opportunity for a free flowing, participatory communication process. Communication team building activities are integral to the system where the campus community is encouraged to listen, be knowledgeable and involved in decision-making at the College.

16. INTERNAL COMMUNICATION

Publicize the good things that are happening in the College to enhance the quality of life, communication, and trust between students, employees, and community.

The College community needs to feel that it has the support of the District.

Developing a means of consistent communication is essential. Too often the College community may not receive accurate or timely information or the information may not have been distributed broadly enough. When those kinds of situations occur, the person responsible for the event or information has to spend an enormous amount of time ensuring that everyone has received the correct information.

The College needs to recognize its people. Annual events of recognition would be one way to recognize the staff. Conducting live forums in which staff engage in discussion about a variety of issues would be another.

17. EMPLOYEE RECRUITMENT AND ORIENTATION PRACTICES

Improve employee recruitment practices to build a quality and diverse staff. In addition, the Human Resources Department should implement a plan for employee orientation and place greater emphasis on training programs for all personnel.

Moving a diverse pool of candidates into final recommendations has been a challenge for the College. As a result, the College has not created an ethnically diverse faculty and staff. The College has been more successful, however, in increasing the number of female employees. Despite the attempts to advertise recruitment notices in national and minority publications and to participate in job fairs, the College still has a challenge of increasing its ethnic minority employees.

Conducting diversity training workshops as part of the orientation process to recruit

employees may be a way to address the challenge of increasing the number of qualified ethnic minority employees. The workshops must not only be offered but also mandatory for faculty and staff who intend to participate in the hiring process. Further, the College needs to separate the responsibilities of the Affirmative Action Officer from the Dean of Human Resources.

18. FACILITY PLAN

Establish a comprehensive plan that will effectively utilize existing college facilities and propose the development of additional new facilities in order to respond to the anticipated growth in student enrollment.

One of the significant challenges faced by the College is the availability of facilities. Student enrollment continues to increase while the number of facilities on the campuses has not changed significantly for the past five years. New learning resource and instructional buildings have been proposed for the Meniffee Valley campus and will be developed when state funding is available. Meanwhile the District should identify and provide a plan that more effectively uses the existing facilities.

The College should establish a facilities committee that will be responsible for assessing the utilization of the current facilities in an effort to improve the availability of classes. In addition, the committee could assist with determining the facilities' needs for the community educational centers. The successful ability of the College to serve the constituents of the District will include having classrooms available to enrolling students.

19. EDUCATIONAL PARTNERSHIPS

Develop educational partnerships with regional campuses of the University of California and California State University utilizing shared-use facilities located in cities experiencing high population growth.

The College has begun to develop educational partnerships with the California State University, San Marcos (CSUSM) and the University of California, Riverside. The partnerships have focused on providing educational opportunities for the Temecula/Murrieta communities. The College has made plans with CSUSM to use jointly a facility to offer a sequential degree program so that students may complete certificates or associate degrees and then transfer to CSUSM to earn a degree in business, education, or liberal studies. Faculty and staff at both MSJC and CSUSM have already met to plan a sequential degree program; meetings between staff at the two institutions occur regularly. Likewise, administrators at MSJC and those at UCR have met to plan a sequential degree program for students interested in continuing their education. In fact, the College has already offered a number of courses in the UCR Extension facility in Temecula.

20. BUSINESS PARTNERSHIPS

Explore and expand partnership activities with area businesses for continued success in building business partnerships and in providing students with mean-

ingful, relevant, and productive work-based learning experiences.

Building business partnerships enables the College to engage the community in providing a quality education for students. Partnerships ensure that the College provides students with an academic and a career-oriented experience that meets the standards of business and industry. Partnerships also provide students with opportunities to serve as interns and to receive service learning opportunities in the public and private sectors. Without internship and apprenticeship experiences, the College could not offer students an opportunity to practice the knowledge and skills learned in the classroom.

A number of opportunities at the College should be available for students to hold internships and apprenticeships and to participate in service learning. The College must provide opportunities in career-oriented areas, workforce development, and international trades.

21. COMPREHENSIVE CHILDCARE SERVICES

Provide comprehensive childcare services at the San Jacinto and Menifee Valley campuses.

Through the Childcare Teacher and Training Center, the Early Childhood Studies Department provides a quality and affordable childcare services program. While those services are currently available on the San Jacinto campus, they are not available on the Menifee Valley campus. A facilities plan calls for childcare services to be expanded on the San Jacinto campus, along with a groundbreaking for a new

facility in the spring of 2000 on the Menifee Valley campus. The faculty and administrative staff have completed architectural drawings and are ready to expand childcare services and programs throughout the District.

The expanded and new facilities should enable the Early Childhood Studies program and the Childcare Development Teacher and Training Center to provide models of teaching and childcare services to students, faculty, staff, and the community.

22. REORGANIZATION OF DISTRICT SERVICES

Reorganize District services to reflect change as the District grows larger and more complex. Operating procedures must be modernized and continually updated.

Currently, the District is fiscally stable. However, with the rising population in the surrounding areas, such as Temecula and Murrieta, there will be competition for existing resources. The District needs to ensure that the College receives enough resources to maintain quality growth. It needs to examine local and federal opportunities with a focus on federal agencies and consider the role of the Foundation as a continued means of support.

To ensure that the District remains stable, District Services needs to examine the way in which resources are currently allocated throughout the District, reorganization of the records management system, and auxiliary services. Campus safety and campus quality must continue to be priorities for the District. As the District grows, it needs to determine when resources ought to be cen-

tralized and when they ought to be decentralized to adjust to the rising competition for limited resources throughout the District.

23. DISTRICT AUXILIARY SERVICES

Review and assess the effectiveness of District auxiliary services as they proceed toward achieving their major goal of self-sufficiency to ensure that students receive adequate services.

As the College grows, the need for expanded auxiliary services will increase to support students' efforts to complete their educations. The District should initiate a planning effort that will establish a process to expand and develop services, such as the bookstore and food services. The Menifee Valley campus does not currently offer campus food services, and the bookstore facilities are inadequate. In addition, because of changing facilities' needs at the San Jacinto campus, an assessment of appropriate facility and service needs are appropriate. The College has the opportunity to anticipate the demand for auxiliary services and should take steps to plan for their development.

24. BALANCE GROWTH AND QUALITY

Follow sustainable growth guidelines to maintain the quality of educational programs and the fiscal integrity of the College.

Because the District has the lowest student participation rate among the 72 com-

munity college districts and is a high growth district, the District must provide leadership for changing State funding sources and mechanisms. The College staff and Board of Trustees will need to coordinate efforts among similar colleges, local community leaders, groups, and organizations, as well as State policy makers and agency representatives to change the State funding formula.

25. SENIOR CITIZENS

Develop for the senior citizens within the District a program that identifies the needs, provides educational and recreational opportunities, and uses the skills and abilities of the senior citizens.

Mt. San Jacinto College is fortunate to have significant representation of senior citizens within the District. A program should be developed that assesses and identifies the needs that can be addressed by the College. The program could include the opportunity for credit and non-credit classes to be offered both on campus and at convenient community locations. The College could provide non-academic opportunities for involvement with the College such as lectures, theater, music or athletic events as well as access to the College library.

The senior citizens in the District's communities represent an untapped resource. Because of extensive educational background, extraordinary life experiences, and a willingness to assist with the improvement of the District's communities, the program could include the opportunity to teach, volunteer, and assist in

providing a defined increase in the service level to the senior citizens.

26. FITNESS

Consider the development of a holistic wellness program that addresses the psychological, physical and emotional climate for learning and living, including access to fitness facilities for students and employees.

The District needs basic health care services for students and staff on both campuses and throughout the District. As resources allow, the College should consider athletic/physical education/fitness centers and may need to cooperate with private or other governmental sources to provide such services district-wide. By providing such services to staff, the College can achieve cost savings in insurance, increased productivity, and higher morale. Further, the College can positively affect student achievement, retention, and health.

27. ACADEMIC EXCELLENCE CENTERS

Consider establishing Academic Excellence Centers on the San Jacinto and Menifee Valley campuses so that students may interact with each other and with counselors, program coordinators, and staff.

The development of an Academic Excellence center on each campus would encourage and support interaction between students, staff, and faculty to enhance the

learning environment. Academic Excellence centers would combine instructional support activities and possibly include computers with library and Internet capability, academic advising with assistance for transfer, EOPS and honors students.

28. DISABLED STUDENTS PROGRAM AND SERVICES

Expand services for students who use the Disabled Students Program and Services by increasing the level of reciprocal student services, including financial aid opportunities, EOPS programs, and computerized services.

The Disabled Students Program and Services (DSPS) provides direct support for students who qualify for the program. The Program supports students with identified disabilities to assist with completion of their educational plan and goals. As the College continues to grow, an increasing number of DSPS eligible students are taking advantage of the opportunity to attend MSJC.

The increase in the number of eligible students has placed pressure on the program to increase the variety and selection of student support services. Increasingly the DSPS students require additional student support services in order to accomplish their educational objective. Student Services need to identify and address the matter of providing increased levels of student support, particularly the disabled student.

29. ENGLISH AS A SECOND LANGUAGE

Develop an English as a Second Language program with curricula that provides a bridge from the non-credit ESL to the collegiate program.

With the hiring of an English as a Second Language faculty member in the fall, the College will be able to develop an ESL program that bridges the non-credit and credit programs. This bridge will create an opportunity for hundreds of non-credit ESL students to make a transition to the on-campus College ESL program.

30. STUDENT ATTRITION RATE

Develop and implement a plan to address the high attrition rate of students initially unprepared for collegiate work.

With the College's already having the lowest participation rate among any of the 72 community college districts in California, it is imperative to provide services and programs that enable students to remain in school to complete their educational goals. Students enrolled in math and English courses should be appropriately placed in courses based upon validated cut-off scores established by the College's researcher and faculty in math and English departments. The faculty in math and English, along with the College's researcher, should continually monitor the placement of students to ensure that students move through the sequence of courses from basic skills to advanced level courses. In addition, faculty and staff should continue working to

develop an academic success program that, in part, provides a bridge that connects the noncredit English as a Second Language program to the credit English as a Second Language program.

31. EXPANSION OF ASSOCIATED STUDENT BODY

Increase the ASB presence on the Menifee Valley campus and expand co-curricular activities on both campuses.

An important part of students' educational experience is involvement in student government and activities. This involvement on the Menifee Valley campus needs to be increased. Just as the College is committed to providing quality education inside of the classroom, the College is committed to ensuring that students acquire a quality educational and leadership experience outside of the classroom.

32. JOB PLACEMENT SERVICE

Develop comprehensive job placement programs to provide services for all students.

Job placement services involves more than a staff member assisting students to locate work while they are students or after they graduate. A comprehensive program should seek to develop internships and partnerships with not for profit companies and the local, state, and federal government for future funding. The College needs to establish connections with resources at employment agencies such as the Employment Development Department, which already

has a process to assist individuals in finding jobs. The College should continue to use business advisors on advisory committees to help the College to determine the needs of business and the needs of students to be placed in appropriate jobs.

33. HEALTH AND SAFETY

Continue to provide safe campuses for students, employees, and community visitors and to explore the development of a college health services program.

A college campus that is safe is essential in order to provide the opportunity for a positive learning environment. The College has been fortunate and has not experienced significant problems that would raise concerns about a safe campus environment. It is important that the District take the initiative to anticipate and prepare for possible problems that might result from student growth and additional facilities. Consideration could include additional lighting, landscaping, building, and campus security. Included could be consideration of an emergency telephone system in classrooms as well as the review of the emergency preparedness plan.

The College does not currently offer a student health program. A number of students and members of the College's communities are individuals who are healthy and understand the elements of a healthy life style. The College should initiate the development of an exploratory plan to investigate the feasibility of establishing a student health care program at the College. The plan should focus on the important elements of a health services program that could be available to students

and should include level and sophistication of service, facilities, staffing, and operational and student costs. The investigation should allow the District the opportunity to decide the merits of establishing a student health program.

34. PHYSICAL ENVIRONMENT

The physical environment for the College is important and attention should be paid to sufficient outdoor seating, individual study areas, student and employee lounges, landscaping and indoor and outdoor artwork.

It is important to take a holistic approach to the environment of students and staff. The wellness of the person includes the physical, mental, and emotional growth. The College recognizes that a need exists for both students and staff to be able to “get away” to some sort of “retreat” area that is not a “study place.” Providing study areas, lounges for students and employees, landscaping, and artwork helps to create an aesthetic environment conducive to learning.

35. WEB PRESENCE

The District must recognize, systematically develop, and maintain a consistent, effective web presence and other emerging technologies to serve the needs of students, staff, and community.

The District has made significant progress with developing a web page. The responsibility for the College’s having an up-to-date and comprehensive web page

belongs to the Office of Information Services. A committee on web standards, comprised of faculty and staff, has developed criteria for which faculty and staff should use the web. Faculty and staff, along with students, have redesigned the College’s web page so that it is easy to use, while permitting faculty to be creative in designing instructional web pages for students and individuals interested in discipline-specific materials information.

36. TRANSPORTATION ACCESSIBILITY

Identify deficiencies in transportation accessibility. Aggressively pursue resources to minimize and eliminate those deficiencies.

The rapid growth in population has created the need to provide educational services nearer to population centers such as the Temecula\Murrieta area. Planning to purchase a facility in Temecula to create a center is a way in which the District can address serving the increased population along the I-215 corridor. Despite adding a facility in the Southwest region of the County, the campuses will continue to experience an increased need for automobile parking.

Communities in the Banning/Beaumont area have offered to assist students by providing them with alternative means of transportation. While the communities’ support is noble, the District needs to work in conjunction with public transportation agencies and the communities to develop a transportation system that makes a college education accessible to the entire District.

TASK FORCE 1 | Educational Trends, Partnerships, and Marketing

TASK FORCE CHAIRPERSONS:

RICK COLLINS
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INTRODUCTION

If Mt. San Jacinto College were a business instead of a public, state supported college, you might wish you had bought stock in it years ago. The track record of growth and efficiency rivals some of the best blue chip corporations:

A 60% growth rate in the past four years, with students increasing from 5,779 to 9,070 in the Spring semester of 1999. The number of administrators increased by one, from 16 to 17, in the same time period.

The Menifee Valley campus, which opened in 1990 with 2,100 students, reported 3,041 students in the spring of 1999, nearly equal to the 3,200 students at the San Jacinto campus.

The growth in Temecula and Murrieta - a 55% population increase in five years - continues to spiral upward, encouraging a partnership between MSJC and Cal State San Marcos to open an educational center in Temecula.

Since the 1994-95 term, the number of associate (part-time) faculty has doubled from 145 to 296 and full-time faculty increased from 65 to 85 during the 1998-99 term. Nine additional full time positions have been approved for the fall 2000 term.

Some dramatic trends point out the volatile and uncertain nature of the future. There will be more people to house, feed and educate in the future. Riverside County will be one of the fastest growing areas in California.

With a rapidly growing Hispanic and foreign population, English as a Second Language and remedial education will become important social, political and educational issues.

As baby boomers age (they are turning 50 at the rate of 10,000 a month nationally), they become part of the growing adult learner market. Their children are reaching college age,

creating what some call “Tidal Wave II,” with an estimated 400,000 additional students attending community college by 2005.

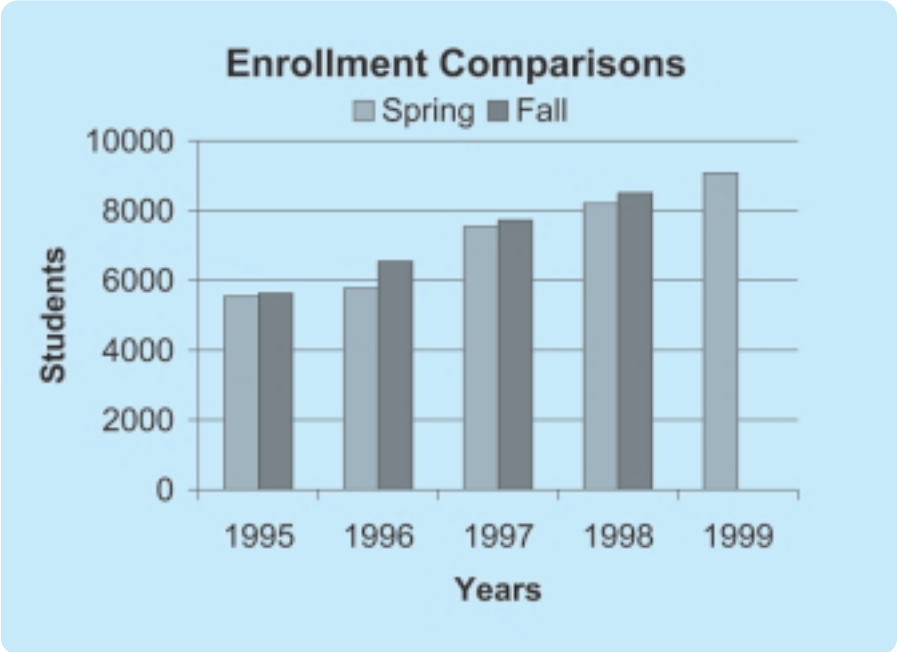
Technological advances will continue, probably at a more dizzying pace than before, and future jobs will depend on technology still on the drawing board.

Education will be delivered with increasing frequency on-line, via computer, television and teleconference, and the term “distance education” will be in the public vernacular as familiar as “e-mail” and “Internet.”

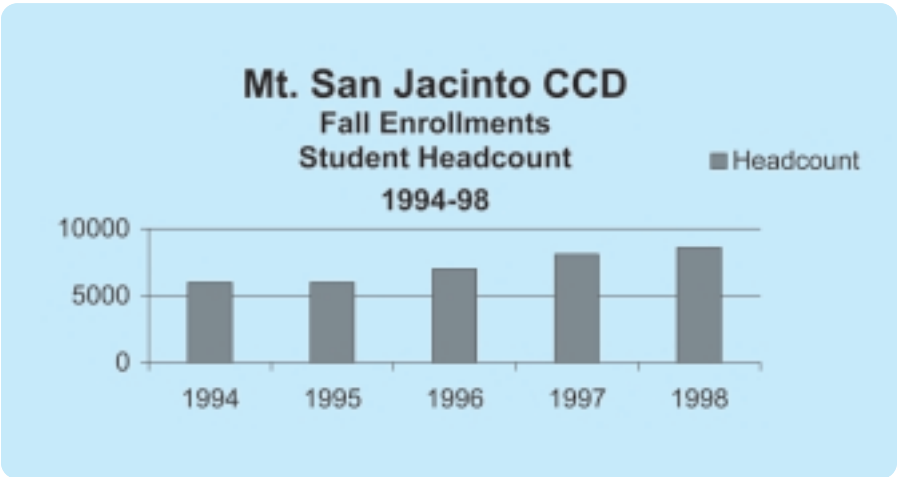
Private institutions are establishing profitable campuses throughout California offering associate degrees, and the “corporate university” is emerging as the fastest growing sector of higher education.

A glance at the past tells us that the future will be another amazing, exciting and unpredictable era. Our lives will probably change more swiftly than ever. In the following pages are some facts and figures, a few predictions and many questions.

It will take intelligent forecasting to guide the college into an optimum position - with the right academic programs, the appropriate faculty and facilities, and an adequate budget to meet the needs of the future.



Source: Mt. San Jacinto Community College District



Source: Mt. San Jacinto Community College District

Student and District Demographic Profile Assessment

Mt. San Jacinto College’s enrollment, according to the Community College Chancellor’s Office, has grown more than 60% in the past four years, increasing from 5,779 to 9,070 students in the 1999 spring semester. If the growth continues at this pace, enrollment will double to 20,000 students by 2010.

Enrollment Growth at MSJC					
Semesters	1995	1996	1997	1998	1999
Spring Totals	5546	5779	7548	8204	9070
Fall Totals	5627	6541	7723	8508	

The Chancellor's Office reports that students 19 years of age or less represent 28.7% of MSJC enrollment, followed by ages 20-24 at 21.6%, and ages 40-49 at 14.7%.

Fall 1998 – Students by Age

Age Group	Headcount	Percent of All
19 or less	2,489	28.7%
20 - 24	1,874	21.6%
25 - 29	851	9.8%
30 - 34	771	8.9%
35 - 39	813	9.4%
40 - 49	1,278	14.7%
50+	608	7.0%
All Ages	8,684	100%

At MSJC, gender is split 63.4% female and 36.6% male, compared with the statewide average of 57.7% female and 43.35% male.

Fall 1998 – Students by Gender

Gender Group	Headcount	Percentage
Female	5,506	63.4%
Male	3,178	36.6%
Unknown	0	

The largest percentage of students is White non-Hispanic at 62.4%, followed by Hispanic 18.9% and African American at 3.8%. The District's ethnic population, as compared both to local populations and statewide enrollments, has a higher concentration of Whites and lower percentage of Hispanic, African American and a much lower percentage of Asian enrollments.

Fall 1998 – Students by Ethnicity

Ethnic Group	Ethnicity	Headcount	Percentage
Asian	Asian	177	2.0%
Black	Black/Non-Hispanic	327	3.8%
Filipino	Filipino	139	1.6%
Hispanic	Hispanic	1,639	18.9%
American Indian	American Indian/Alaskan Native	225	2.6%
Other	Other/Non-White	107	1.2%
Pacific Islander	Pacific Islander	53	0.6%
White	White/Non-Hispanic	5,422	62.4%
Unknown	Decline to state	595	6.9%
All Groups	All Ethnicities	8,684	100%

Day and evening enrollments show that 59.9% of students attend classes during the daytime hours, compared with 64.7% of students statewide. Evening classes are attended by 39.9% of students as compared with 32.2% statewide.

Fall 1998 – Students by Day/Evening

Day/Evening Status	Headcount	Percentage
Day	5,205	59.9%
Evening	3,462	39.9%
Unknown	17	0.2%
All Students	8,684	100%

First time students totaled 13.3% in the fall of 1998 compared with the statewide total of 18.7%. Continuing students at 46.9% is the largest category. The statewide percentage closely mirrors District enrollments at 47.4%. The next largest category for the District is returning students at 26.7%, compared with 12.3% statewide. Both first time transfer students at 7.5% and returning transfer at 0% fall below the statewide percentages of 10.5% and 2.8%, respectively.

Fall 1998 – Students by Enrollment Status

Enrollment Status	Headcount	Percentage
First-time Student	1,157	13.3%
First-time Transfer	652	7.5%
Returning Transfer	1	0.0%
Returning Student	2,315	26.7%
Continuing Student	4,069	46.9%
Not Applicable	490	5.6%
All Students	8,684	100%

By academic level, 71.5% of students are freshman and high school graduates, compared with 48.6% statewide, a great difference between state and local enrollment statuses.

Fall 1998 – Students by Academic Level

Academic Level	Headcount	Percentage
Special Admit - K-12	490	5.6%
Freshman No HS Grad	296	3.4%
Freshman HS Graduate	6,207	71.5%
Sophomore No Graduate	55	0.6%
Sophomore HS Graduate	1,128	13.0%
AA Degree	1	0.0%
BA Degree	1	0.0%
Other No HS Grad >=60	25	0.3%
Unknown	27	0.3%
All Students	8,684	100%

By load count, 33.1% of students carry 3.0 - 5.9 units compared with the statewide average of 24.1%. The next largest category is 20.3% with 6.0 - 8.9 units and 19.5% at 12.0 - 14.9 units, which are close to statewide percentages at 6.0 - 8.9 at 15% and 16.6 at 12.0 -14.9%.

Fall 1998 – Students by Unit Load

Unit Load	Headcount	Percentage
0.1 - 2.9	501	5.8%
3.0 - 5.9	2,878	33.1%
6.0 - 8.9	1,764	20.3%
9.0 - 11.9	1,228	14.1%
12.0 - 14.9	1,691	19.5%
15 +	622	7.2%
All Students	8,684	100%

In the spring of 1999, enrollment was almost equal with 3,200 at the San Jacinto campus and 3,041 at Menifee Valley. Also 5.2% of students are taking courses at both sites. A total of 26.17% or 2,374 students are taking courses at either high school sites or leased locations such as UCR Extension.

Students Per Site

Site	Students	Percentage	FT% of Site
SJC	3200	35.28%	26.41%
MVC	3041	33.53%	17.33%
SJC/MVC	455	5.02	44.62%
Other	2374	26.17%	27.13%
Total	9070	100%	24.47%

Source: Student Data Report, Spring

The Menifee Valley campus opened in 1990 with 2100 students. Today, student enrollment at Menifee nearly equals enrollment at the San Jacinto campus.

Staff growth has also increased over the last five years, with the largest percentage of growth in associate (part-time) faculty, which doubled from 145 in 1994-95 to 296 in the 1998-99 school year. Administration has increased by only one position. The number of full-time faculty has increased from 65 to 85 in the 98-99 school year, with nine additional positions approved for hiring for the 2000 fall term.

Staff Growth at MSJC

Staff	94/95	95/96	96/97	97/98	98/99
Faculty	65	77	79	80	85
Administrators	16	21	18	22	17
Classified	109	110	102	135	148
Associate Faculty	145	143	182	292	296
Grand Totals	335	351	381	529	546

Community Demographics

In Community Profile '99, published by the Inland Valley United Way, the following profile focused on population, projected growth, age, and ethnicity. In the communities of Hemet, San Jacinto, Menifee, Sun City, Winchester, Nuevo, Anza, Aguanda, Homeland, Idyllwild, and Mountain Center growth totaled 4.2% over the last four years, rising from 180,182 residents in 1998 to a projection of 227,529 by the year 2002. This area has the highest concentration of Caucasians at 95.8%, Pacific Islander 1.5%, Black/African American 1%, and Native American 1.6% and Hispanic 20.3%. The ages of residents are as follows: 65 and older, 29%; 45-64, 18%; 18-44, 25.3% and under 18, 20%**

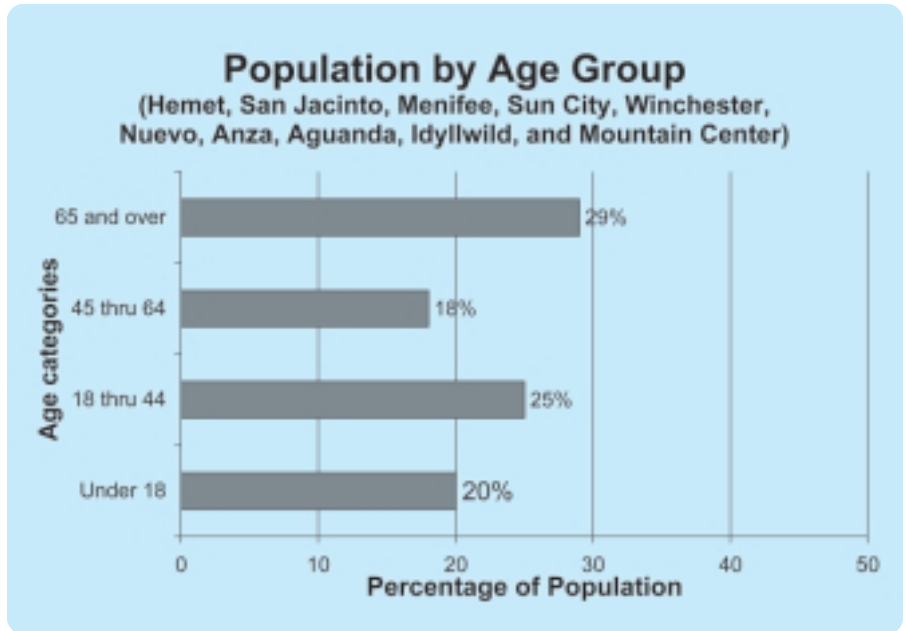
Median income in this area has increased 8.5% over the last four years, from \$31,000 to \$35,056. The percentage of people living below the poverty line is 23.5%.

The Temecula/Murrieta area has had a 55.6% population increase in the same reporting period, topping out at 96,186. This area should continue to experience high growth with figures estimated for 2002 at 128,134. The ethnic breakdown for the area is Caucasian 93.8%, Asian 3.7%, African American 1.4%, Hispanic 19.45%, and Native American 1.1%.**

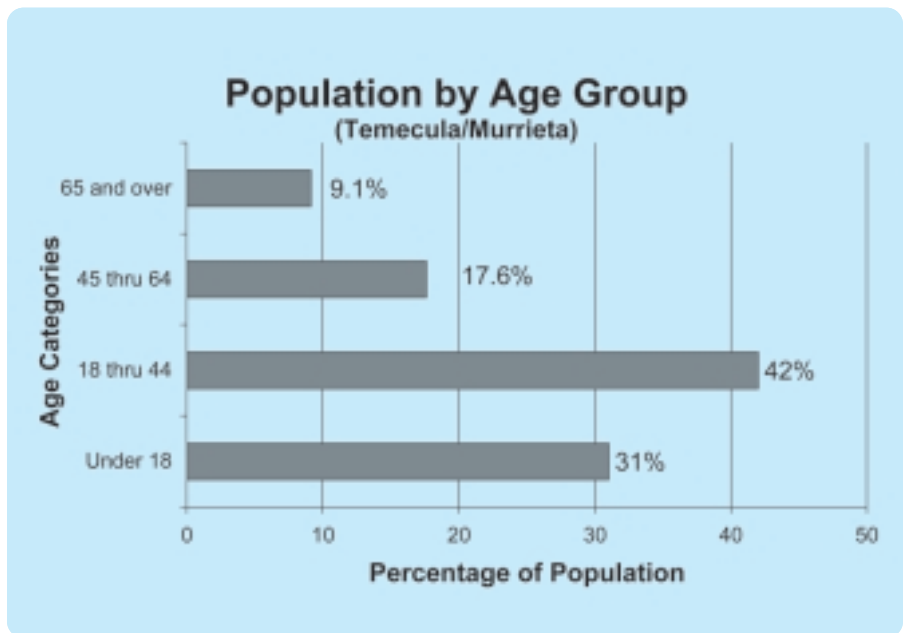
The ages of residents are as follows: under 18, 31%; 18-44, 42%, 45 - 64, 17.6%; and 65 and over, 9%. The income for the area is the second largest in the county with an average of \$51,425, an increase of 5.9% since 1994. Only 8.6% live below the poverty level, the lowest percentage in the county.

The Tri-Communities area includes Lake Elsinore, Canyon Lake, Quail Valley, and Wildomar. The population in this area increased 17% since 1974, totaling 74,732 in 1998. This area is expected to reach 83,404 by 2002. The ethnic breakdown is 94.1% Caucasian, 2.4% African American, 2.4% Asian, 1.5% Native American and 25.2% Hispanic.**

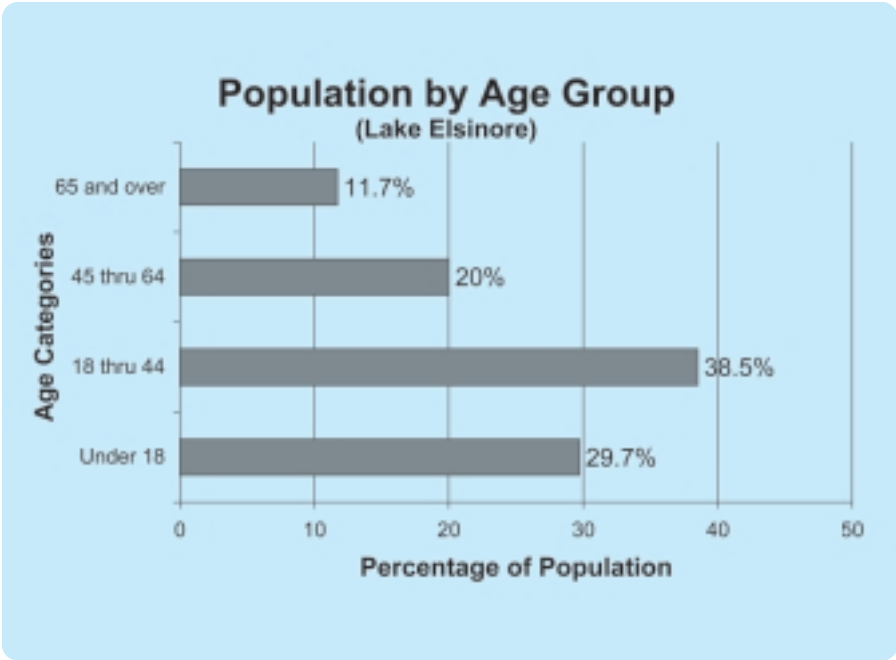
** Demographic data used to determine race and ethnic breakdown are based on U.S. census standards, which note that Hispanics can be of any race, or a combination of races. Consequently, there is a duplicated headcount and percentages that can exceed 100.



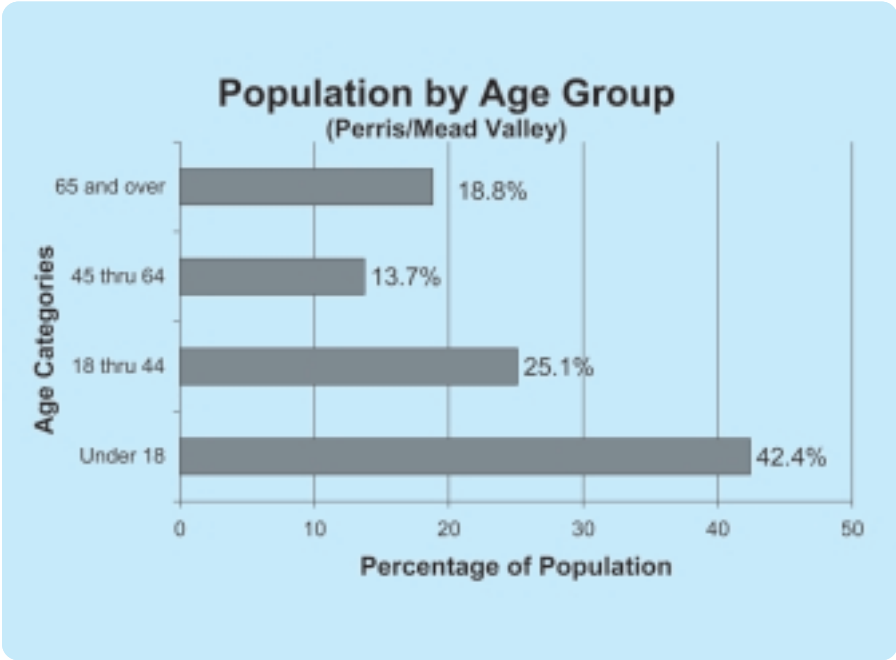
Source: "Community Profile 99"



Source: "Community Profile 99"



Source: "Community Profile 99"



Source: "Community Profile 99"

The ages of residents are as follows: under 18, 29.7%; 18-44, 38.5%; 20% 45-65, 20%; and 65 and over 11.7%. The average household income is \$47,432 per year up by 6.7%. Those living below the poverty level are 15.5% of the population.

The Perris and Meade Valley area has a population of 55,426, up by 11.4% since 1994, with projected growth to 61,648 by 2002. This area has the highest concentration of African Americans at 17.8%; Caucasians at 77.6%; Asians at 3.4%; Native Americans at 1.2%, and Hispanics at 40%.**

Perris and Meade Valley also have the highest number of children and teenagers, with 42.4% less than 18 years of age. The ages of residents are as follows: 18-44, 25.1%; 45-64, 13.7%; and age 65 and over 18.8%. The average income in the Perris Valley area is \$39,192, an 8% increase since 1994, with a total of 20% of the population living below the poverty level.

The Banning-Beaumont Pass area has a population of 53,151, an increase of 13.3% since 1994. It is projected that by the year 2002 the population will have a slight increase of 2,406 residents. Caucasians total 85.7% of the population; Asian/Pacific Islanders, 5.3%; African Americans, 6%; and Native Americans, 3%. Hispanics accounted for 27.5% of the population.**

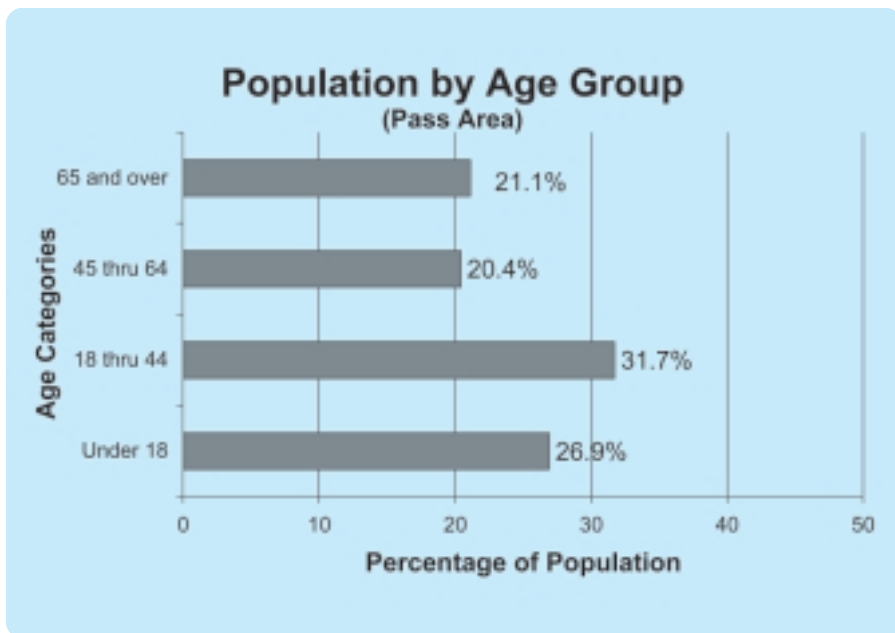
The age of residents are as follows: under 18, 26.9%; 18-44, 31.7%; 45-64, 20.4%; and 65 and over, 21.1%. The average income in the Pass area is \$30,725, an increase of 8.3% since 1994, with a total of 25.6% of the population living below the poverty level, the highest percentage in the county.

Statewide Demographic Trend

In the August 1996 publication Trends of Importance to Community Colleges, the Chancellor's Office highlighted a number of trends involving demographics, technology, econ-

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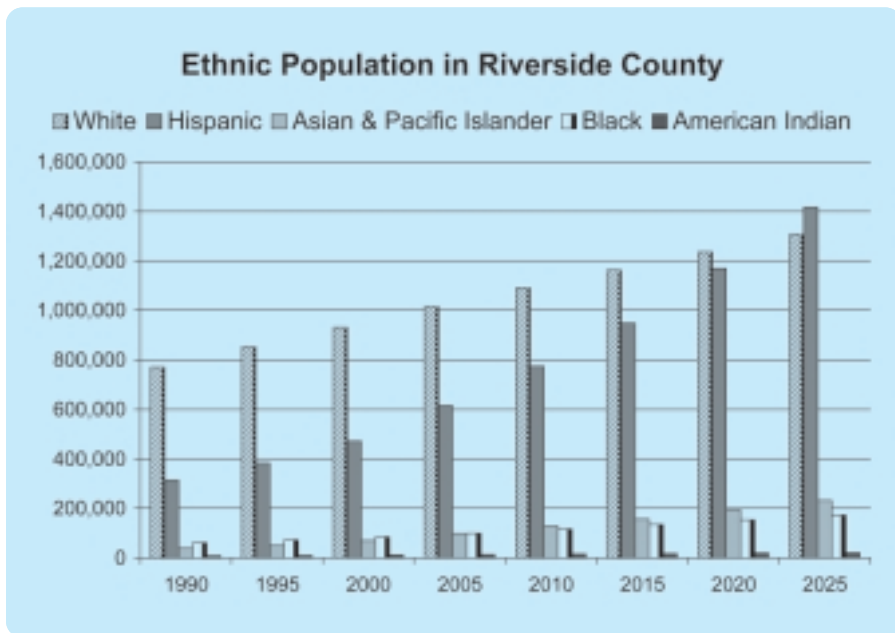
omy, society and public policy. The forecast for the number of high school graduates continues to increase from 1997 and will continue through 2005, with an expected increase of approximately 950,000 in 1995 to 1.2 million in 2005. The multicultural character of California is also changing: in 1990, two out of every five Californians were Hispanic, African American, or Asian. By 2000 nearly one-half of California's population is of minority background. Nearly one-half of the added population between 1997 and 2005 will be from foreign immigrants. By 2010 people of color will comprise more than 55% of the states population.



Source: "Community Profile 99"

County of Riverside Growth Projections

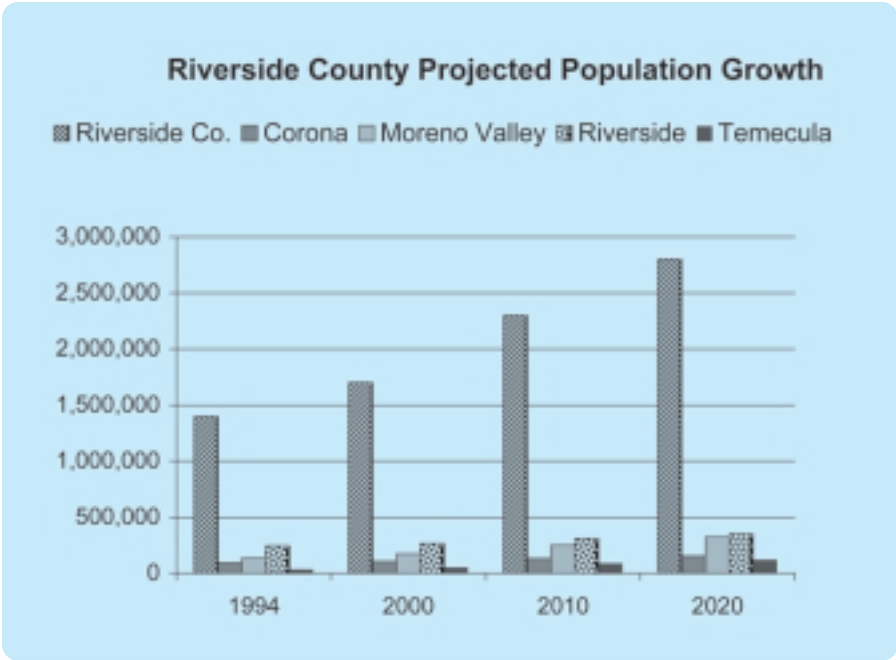
High growth not only in the district but also within Riverside County will result in nearly four times as many people in 2040 compared with the year 2000. An article in The Californian, (December 31, 1998, "Study: Region to Grow Quickly") provides an estimation that the number of Riverside County residents will exceed 4.4 million by 2024 according to figures from the State Department of Finance. Within the district, the growth during 1997-98 was Temecula 6.4%, Murrieta 6.6%, Lake Elsinore 4.1% and Canyon Lake 2.2%. By 2040 in Riverside County, Hispanics are expected to increase from 26% to 52%, and Asian/Pacific Islanders from 3% to 8%. Whites will decrease from 64% to 34%; the number of Blacks will remain around 5%; and Native Americans will dip slightly from .07% to .05%.



Source: Press Enterprise

An article published in the Press Enterprise ("County Calls Growth Estimate Too High") discusses a recommendation for over 5,000 new houses in incorporated areas, with an additional 49,480 in unincorporated areas. The article said the MSJC service area had the greatest need of additional home sites: Murrieta with 10,384; Temecula 7,617; San Jacinto 5,339; Lake Elsinore 3,763; Hemet 3,321; Beaumont 2,175; Banning 1,780; Perris 1,263; and Canyon Lake

** Demographic data used to determine race and ethnic breakdown are based on U.S. census standards, which note that Hispanics can be of any race, or a combination of races. Consequently, there is a duplicated headcount and percentages that can exceed 100.



Source: Press Enterprise

36. These figures, from the Southern California Association of Governments, do not include the percentage of homes within the unincorporated areas of the district.

A *Press Enterprise* article (Sunday, October 3, 1999, “The Brown and Grey”) noted that by 2020 the Inland Empire will have an increase in Hispanic population from 986,765 to 2.5 million. The result being that Hispanics will make up more than 45% of the Inland Empire’s total population. Other ethnic groups are also expected to grow substantially: African American by 56%, Asian Pacific Islander by 38%, and Native American by 68%. The article also stated that over 1.4 million new residents of Hispanic decent will arrive either by birth or immigration. Overall growth in Riverside County will double from 1.4 million in 1994 to 2.8 million in 2020. Temecula is the fastest growing area, increasing from 36,400 in 1994 to an estimated 122,000 in 2020.

INCREASED ACCOUNTABILITY

ASSESSMENT

Current and continuing demands for greater accountability on the federal, state, and local levels will require a higher scrutiny of educational results at Mt. San Jacinto College. Coupled with a clear understanding of the College’s current data and the data implications, a well-organized and focused group of strategies designed to improve results in a variety of outcome areas is imperative. This pressure for increased focus on results of the College’s educational program is being driven by a number of long standing as well as new initiatives.

KEY ISSUES - PROGRAM REVIEW

College accountability at the local level has historically been instituted through the Program Review process. Mt. San Jacinto College has recently reviewed its forms and processes and is currently implementing the new process. In completing the Program Review report, departments and programs must report on a number of outcome measures, including the numbers and trends in student enrollments, courses completed, certificates and degrees awarded, transfers successfully executed and in vocational programs, and job placement data, including types of jobs and salary

range. This process—which balances both a quantitative and qualitative review of information related to faculty, curriculum, learning resources, instructional delivery methodology, facilities, equipment and supplies—also provides for the development of a three-year action plan for improvement.

The major sources of state accountability data for the State of California vocational education are California State Law SB 645, the Job Training Report Card Bill and the new Partnership for Excellence. SB 645 gave the State Job Training Coordination Council the responsibility for designing and implementing a system, by January 1, 2001, to evaluate the performance of publicly funded workforce preparation programs, including certificated community college programs. SB 645 provided a structure for the development of a performance-based accountability system that included:

1. Measures that are objective indicators of the achievement of workforce preparation system goals;
2. Performance standards to establish the minimum acceptable achievement and thresholds for excellence;
3. A continuous improvement process that incorporates incentives and sanctions.

Performance measures include:

- Rate of employment,
- Length of Employment Retention,
- Earnings Before and After Program participation,
- Rate of Change in Unemployment Insurance Status,
- Rate of Change in Status from Tax Receiver to Tax Payer, and
- Rate of Advancement to Higher Education.

SUMMARY AND EVALUATION

How will MSJC measure up? The College will be judged at the federal, state, and local levels by standards set by others. Measures of success will be objective and quantifiable, and a higher degree of accountability will be expected of all educational institutions, including MSJC.

ACCOUNTABILITY: THE 2005 TASK FORCE REPORT

ASSESSMENT

The Board of Governors and the Chancellor's Office created a task force to identify strategies to be used through the year 2005 to address the future of California community colleges. In the January issue of SenateRostrum, highlights of this task force were presented. The points or issues that are of statewide concern also directly affecting the College are listed below and should be considered as the institution plans for the future.

KEY ISSUES

1. An additional 400,000 students nationwide will attend community colleges by 2005, known as “Tidal Wave II,” the second baby boom.
2. A Rand study points out that the real earnings of workers with only a high school education will be 40% less in 2015 as compared to their counterparts in 1976.
3. When population projections are combined with declining post-secondary participation rates among some ethnic groups in California, the likelihood of polarized economic and social order is increased.
4. The CSU system has adopted the policy that places the responsibility for remedial education on community colleges. Also the CSU and UC focus on upper division courses will also increase the shift to lower division courses to community colleges.
5. Major welfare reform being implemented by federal and state governments impacts the role of community colleges in helping welfare recipients make the transition to work.
6. In 1996 legislation was passed adding economic development to the community college mission statement. There is an increasing trend to develop partnership programs with business and industry.
7. Immigrants, nearly 20% of California’s population, represent 50% of the population growth between now and 2005. The rising number of immigrants increases the need for more English as a Second Language (ESL) and basic skill development.
8. The community college participation rate of African American males dropped by 50 % between 1995 and 1997, and by 33% for African American females. Low participation rates of Hispanic students is comparable to the low participation of other ethnic populations.
9. Accommodating Tidal Wave II (18-25 year old) students—in addition to a correction of an increase in the community college participation rates of African Americans and Hispanic adults—will require an increase of 10 points to the current participation rate of 68 per 1000 adults.
10. The participation rate statewide at community colleges has decreased from 88 per 1000 adults in 1975 to 58 per 1000 adults in 1995. The incarceration rate has increased from 92 to 392 per 100,000 adults in the same period of time. Community college state revenue average is \$3,700 per year for a full-time college student while cost of incarceration is \$23,500 per year.
11. In 1991 long-range capital outlay growth plan for community colleges identified the need for \$3.2 billion by the year 2005, not including funds for new technology and instructional delivery. California Post and Secondary Education, estimates that 78% of the growth in post-secondary education will occur at the community college level.
12. The community colleges have not received a fair share of revenues since 1975. The Task Force has proposed the following alternatives: change California law to a simple majority for bond elections, constrain student fees in a manner that is moderate, increase the number of public-private partnerships, change federal regulations to insure California receives its fair share of resources, introduce a change in existing tax laws to provide for a tax increase with the funds dedicated to all levels of education.

SUMMARY AND EVALUATION

Many issues directly affect the College—the growth in high school enrollment, participation rate, funding issues, facility expansion needs, remediation and basic skill growth, and welfare to work issues. The Task Force report identified the issues but not solutions. The Chancellor’s Office and Board of Governors with the College must address these trends at both the state and local level.

ACCOUNTABILITY: PARTNERSHIP FOR EXCELLENCE

ASSESSMENT

Partnership for Excellence was established to provide system wide achievement of goals for improving student success and learning. The program is a partnership between the State of California and California Community Colleges. The State of California commits to investing capital; in return the California Community Colleges commit to improving specific outcome measures. The system goals are in five areas: a) to increase the number of students transferring from community colleges to baccalaureate institutions; b) to increase the number of degrees and certificates awarded; c) to increase the number of overall successful course completion (completing with a C or better); d) to increase the number of apprenticeship course completions in the area of workforce development, including the number of advanced vocational courses completed, the businesses benefiting from training through contract education, the individuals participating in contract education, and the individuals receiving fee based job training; and e) To increase the number of students completing coursework at least one level above their prior basic skills enrollment.

The reporting information was compiled and reported beginning 1998-99 and will be evaluated through the 2005 school term when the legislation sunsets. Districts received broad discretion on expending the funds and determining how they will meet the increased targeted goals within their own institutions.

The State Chancellor’s Office on August 31, 1999, sent out a document titled “Local Targets Regarding the Partnership for Excellence.” The document contained a series of charts identifying current efforts (1997-98) and has requested that districts project their local area targets and percentage or numerical increases. In an effort to achieve statewide goals the Chancellor’s office has developed a chart outlining possible target estimates for 2005, but also indicated in this document that districts must determine what will occur within each district. The Chancellor’s office also recognizes that some districts may have greater barriers to raising performance in all areas and may provide projections over statewide estimates in other areas.

KEY ISSUES

Statewide Goals and District Goals include:

Transfer Rate

Increase the transfer rate overall from 69,000 to 92,500; increase from 10,886 to 14,500 transfers to UC, increase 48,688 to 64,200 transfers to CSU; increase from 10,000 to 13,500 transfers to independent and out of state institutions.

Mt. San Jacinto College Targets - Transfer Rate

UC 1995-96	UC 2005-2006	CSU 1995-96	CSU 2005-2006
56	75	157	207

Transfers Prepared

Transferred Prepared (the number of students who have achieved 56 transferable units with a GPA of 2.00 in a six-year time frame.)

Mt. San Jacinto College Targets - Transfers Prepared

Total Prepared in 1995-96	Total Prepared Target in 2005-2006
403	512

Degrees and Certificates

Degree and Certificate Completion is projected to increase from 80,799 to 110,500, from 57,076 to 78,000 for the number awarded with associate degrees and from 23,723 to 32,500 for the number awarded with certificates.

Mt. San Jacinto College Targets - Degrees and Certificates

AA/AS 95-96	AA/AS 2005-06	Certificate 1995-96	Certificate 2005-2006	Total Awards 95-96	Target for 2005-2006
360	492	77	105	437	598

Successful Course Completion

Successful Course Completions project an increase from 68.1% to 70.6% in the overall rate, an increase in transferable course completion from 68.3% to 70.8%, for vocational courses 77.2% to 80.0%, and for basic skills courses from 60.3% to 62.5%.

Mt. San Jacinto College Targets - Successful Course Completion

Transfer		Basic Skills		Voc Ed		Total Success	
1995-96	2005-06	1995-96	2005-06	1995-96	2005-06	1995-96	Target
67%	69.5%	50.41%	52.61%	71.64%	74.44%	64.17	66.67%

Workforce Development

Workforce Development targets include an increase of 16,810 in the number of successfully completed apprenticeship courses; an increase from 242,329 to 329,041 in students completing advanced level vocational education courses; an increase from 684,385 to 927,887 completing introductory vocational education courses; an increase from 1,263 to 1,700 in the number of California Businesses benefiting from contract education; an increase of 73,801 to 99,600 in number of employees in contract education courses; and an increase of 140,505 to 189,700 receiving fee based job training.

San Jacinto College Targets - Workforce Development

Apprenticeship		Entry Level Voc Ed		Advance Voc Ed		Total success	
1995-96	2005-06	1995-96	2005-06	1995-96	2005-06	1995-96	2005-06
0	0	8,614	11,681	6,239	8,460	14,853	20,141

* Data not available for Business and Employees benefiting from Contract Education

Basic Skills

Basic Skills is targeted to increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Mt. San Jacinto Targets - Basic Skills

Improved English	Improved Math	Total Improved 1995-96	Total Improved Target 2005-06
262	340	602	836

In an advisory dated August 31,1999, Tom Nussbaum, Chancellor, said there are several assumptions for districts to consider in completing estimated targets. These assumptions include full funding for Partnership for Excellence through 2004-05, revenues distributed by Full Time Equivalent Students (FTES), funding of enrollment growth, and UC and CSU number of transfer spaces available.

Districts were also asked to be ambitious in completing targets, to look at incremental growth in reaching targets, to consider growth for MSJC at about 3.5% per year and to acknowledge that some institutions will exceed targets while others may have a range above and below the target. A significant point is the inclusion of faculty, students, and staff with administration in developing not only the targets but also the strategies to ensure these targets will be achieved.

SUMMARY AND EVALUATION

The College has more questions than answers in this area:

What strategies will the District employ to increase completion rates, and improve degree and certificate awards? How will the District increase the number business partnerships for contract education services and employees benefiting from these services? What methodologies

will MSJC utilize to improve tracking and reporting of criteria for state reporting? What are the strategies the District will employ to increase the completion rate and retention of students participating in basic skill education?

NATIONAL LABOR TRENDS

ASSESSMENT

U.S. Bureau of Labor Statistics Employment Trends Projection 1998-2008 provides a synopsis of the most current reporting of national labor trends available. The full report released November 30, 1999 is available at <http://stats.bls.gov/emphome.htm>.

Ten-year projections are widely used in planning education and training and in studying long-range employment trends. Over the 1998-2009 period total employment is expected to increase by 14%, slightly slower than the previous ten-year period, when growth was at 17%.

In the specific area of Industry Employment service-producing industries will account for virtually all of the growth. In goods-producing industries only construction will add jobs. Manufacturing, which accounted for 13% of total employment in 1998, will decline and account for only 12% of total employment by 2008.

The four industry groups of health services, business services, social services, and engineering management will account for almost one of every two jobs added during the 1998-2008 period. The following Tables 3a, 3b, and 3c show the industries with the fastest growing wage and salary employment, the fastest growing occupations, and the largest job growth.

Table 3a. The 10 industries with the fastest wage and salary employment growth, 1998-2008 [Numbers in thousands of jobs]

Industry	Employment		Change	
	1998	2008	Number	Percent
Computer and data processing services	1,599	3,472	1,872	117%
Health services, not elsewhere classified	1,209	2,018	809	67%
Residential care	747	1,171	424	57%
Management and public relations	1,034	1,500	466	45%
Personnel supply services	3,230	4,623	1,393	43%
Miscellaneous equipment rental and leasing	258	369	111	43%
Museums, botanical and zoological gardens	93	131	39	42%
Research and testing services	614	861	247	40%
Miscellaneous transportation services	236	329	94	40%
Security and commodity brokers	645	900	255	40%

In the area of occupational employment, two groups on opposite ends of the educational attainment and earning spectrums are projected to provide nearly 45% of total job growth for

the period 1998–2008. These groups would be professional specialty occupations with 5.3 million new jobs and service workers with 3.9 million new jobs.

Table 3b. The 10 fastest growing occupations, 1998-2008
[Numbers in thousands of jobs]

Occupation	Employment		Change	
	1998	2008	Number	Percent
Computer Engineers	299	622	323	108
Computer support specialists	429	869	439	102
Systems analysts	617	1,194	577	94
Database administrators	87	155	67	77
Desktop publishing specialists	26	44	19	73
Paralegals and legal assistants	136	220	84	62
Personal care and home health aides	746	1,179	433	58
Medical assistants	252	398	146	58
Social and human service assistants	268	410	141	53
Physician assistants	66	98	32	48

Presently, Mt. San Jacinto College offers programs in many of these rapidly growing fields. The ten occupations adding the most jobs will account for nearly one-fifth of total employment growth.

Table 3c. 10 occupations with the largest job growth, 1998-2008
[Numbers in thousands of jobs]

Occupation	Employment		Change	
	1998	2008	Number	Percent
Systems analysts	617	1,194	577	94
Retail salespersons	4,056	4,620	563	14
Cashiers	3,198	3,754	556	17
General managers and top executives	3,362	3,913	551	16
Truck drivers, light and heavy	2,970	3,463	493	17
Office clerks, general	3,021	3,484	463	15
Registered nurses	2,079	2,530	451	22
Computer support specialists	429	869	439	102
Personal care and home health aides	746	1,179	433	58
Teacher assistants	1,192	1,567	375	31

SUMMARY AND EVALUATION

Employment in all education and training categories that generally require an associate’s degree or more education is expected to grow faster than the 14% average for all occupations. Occupations generally requiring an associate’s degree are projected to grow 31% faster than all other education categories over the 1998–2008 period.

The labor force or supply of workers is projected to increase by 12% during the period 1998-2008. The projections indicate the demographic composition of the labor force will change significantly. As the baby-boom generation continues to age, the age group of 45-64 year olds will grow faster than any other age group. The labor force participation rates for women are expected to increase more rapidly, accounting for 48% by 2009. The Asian and Hispanic labor force groups will increase significantly. Nationwide, the Hispanic labor force will outnumber the African American labor force by the year 2008.

CONSUMER FOCUSED INSTRUCTIONAL DELIVERY

ASSESSMENT

The following is a synopsis of the article “Growth of Consumer-Friendly Higher Education Spurs Competition for Students,” appearing in *The News*, Fall 1998 by the Community College League of California. The article, written by Ray Giles, the League’s Director of Special Services, outlines the challenges and choices facing California’s Community Colleges in relation to a rapidly changing marketplace and a growing list of higher education institutions marketing their consumer-friendly education and training options to California students. Giles poses the question “are community colleges ready to compete?”

Consumer Interests

A 1997 survey of 450 students at one southern California community college found that students need convenience, flexibility, and expedience. Another survey found that nationwide 80% of students want “the kind of relationship with a college that they have with their bank, their supermarket or their gas station...terrific service, convenience and quality control.”



Rapid changes in technology and business practices require employees and employers to train, retrain, and retrain again throughout their lifetimes. A 1996 study found the U.S. has over 76 million adult learners, with only 11.5 million pursuing degrees, certificates or diplomas. Currently the non-traditional working adult is estimated at 44% of the education market. This market is expected to become the fastest growing segment of the post-secondary education

market through the 21st century.

Market analysis cited in the article found that the education market is generally driven by five factors: 1) cost, 2) quality (reputation), 3) time to complete, 4) proximity, and 5) job placement. The strengths of community colleges are believed to be in the areas of cost, quality (reputation), and proximity. Weaknesses appear to include a perceived longer time to complete courses of study and the lack of job placement service.

Competition:

Private institutions like National University and the University of Phoenix are establishing

campuses throughout California offering associate degrees. There are hundreds of private for-profit schools marketing to the adult learner. University of California and California State University extensions are aggressively marketing their growing list of professional development courses, including customized training aimed at the very market community colleges serve. The corporate “university” is emerging as the fastest growing sector of higher education.

Giles’s article points to three reasons for this explosion of learning choices. One is the growing number of adult learners. A 1996 study by the National Center for Educational Statistics reported that the U.S. has 76 million adult learners, with only 11.5 million pursuing degrees, diplomas, or certificates. One educational consultant writes: “Today, traditional full-and part-time students (18 to 24-year olds) represent only 56% of the population pursuing higher education. The future belongs to the non-traditional working adult student now estimated to be 44% of the education market, but expected to be the fastest growing segment of the post-secondary market through the 21st century.” The second reason is the development of new technologies. The advent of Internet courses and “virtual colleges” means a California community college student armed with a personal computer and modem can choose among an estimated 1,200



degree and certificate distance-learning programs now available from 900 accredited colleges throughout the United States. The third reason is the self-interest of the providers. For private corporations, like the Apollo Group, which owns the University of Phoenix and DeVry Institute of Technology, enrollment growth equates to profits. At over \$200 a credit, a four-year degree at the University of Phoenix can add up to \$20,000 in income for the corporation. For corporations like Motorola and Dell, which have established their own “universities,” the commitment to education and life-long learning relates directly to staying competitive. At the current growth, corporate universities will outnumber traditional universities by the year 2010.

Ten years ago there were 400 corporate “universities” in America. Today, experts say, there are 1,600 corporate universities working in cooperation with training firms, for-profit education companies and accredited colleges and universities to enroll over four million working adults. (Motorola University works closely with Mesa Community College in Phoenix to offer lower division classes for local employees.)

Convenience

The Internet and online learning are pushing accessibility to its ultimate limit. Students in cyberspace can now decide which classes they want, from which American college, and at which times of the day, all while sitting comfortably in front of their computers at work or at home.

Possibilities

Alternate delivery systems to meet the needs of consumers go beyond Internet access and on-line learning. Distance learning includes televised courses, video conferencing, and videotape. In addition to the “cyber-college” approach offered through distance learning, other creative solutions include “Week-end College”, allowing students to take classes on Friday and Saturday, or over two- and four-day schedules; and self-paced open entry-open exit courses with instruction provided through campus computer labs.

SUMMARY AND EVALUATION

The information in Giles's article on the growth and the consumer in higher education points to some important questions faced by Mt. San Jacinto College. Is the institution ready to respond to its customer's need for flexible instructional delivery in a competitive environment? Does MSJC have the technology resources to assist with new approaches to course development and delivery?

FUTURE EMPLOYMENT TRENDS IN RIVERSIDE CO.

ASSESSMENT

In Riverside County, occupations with the largest growth includes areas relevant to the interests of Mt. San Jacinto College. In fact, those jobs with the greatest projected growth vary only slightly from the national trends with the top two greatest percentages of growth being systems analysts at 72.5% and home health care workers at 62.3%. Of the top 25 occupations projected to have the greatest increase between 1995-2002, as well as direct interest to MSJC, the following are registered nurses, general managers, general office clerks, nurse aides, teacher aides and education assistants, licensed vocational nurses.

SUMMARY AND EVALUATION

Training and education should target those occupations that need employees in this region.

TECHNOLOGY AND GLOBALIZATION - NEW WAYS OF COMPLETING AGE-OLD TASKS

ASSESSMENT

Increased global competition will continue to affect the type of work being done in American workplaces, creating new high-skilled jobs and lessening demand for low-skilled work. More jobs now and in the future will require verbal and mathematical as well as organizational and interpersonal skills. These skills, also known as SCANS skills, are covered in detail in the document "What Work Requires of School: A SCANS Report for America 2000" by the Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor 1991.

Changes in technology, particularly in computers and telecommunications, have virtually transformed whole industries and occupations. Increased global competition, due in part to advances in communication, has increased the demand for new technologies.

Some of the fastest growing occupations for the future include:

Computer Engineers, Computer Support Specialists, Database Administrators, Data Processing Equipment Repairs, Dental Hygienists, Desktop Publishing Specialists, Web Masters, Medical Assistants, Paralegals, and Personal Care and Health Aides.

SUMMARY AND EVALUATION

A series of critical questions face MSJC and its students: how can workers and students get the education and training they need to keep their skills up-to-date and to ensure that they do not get stuck in low-wage jobs? How can training be delivered most effectively?

WORKFORCE INVESTMENT ACT: ACCESS, DELIVERY OF EDUCATION AND SKILLS TRAINING

ASSESSMENT

How does MSJC ensure that workers obtain the skills they need to succeed in the 21st century workplace? Will employers hire and train workers who initially lack skills? What happens to the worker laid off from a manufacturing job at age 55? Do workers receive training in new technologies or are workers unable to advance from a lower-wage job such as groundskeeper, security guard, and warehouse stock clerk? How does the College ensure that people with disabilities have access to the technologies that facilitate their participation in the workplace? How does the College make certain that those students and workers with lower educational levels are not left behind by the digital economy?



KEY ISSUES

Important factors addressing the previous questions include the Workforce Investment Act (WIA) and America's One-Stop Career Center System, which includes the America's Job Network.

WIA, signed into law by President Clinton on August 7, 1998, provides statewide and local entities a means of increasing employment, retention and earnings of participants, and increasing occupational skills of participants. The intended result is to improve workforce quality, reduce welfare dependency, and enhance national productivity and competitiveness. WIA utilizes One Stop career centers as the main conduit for service delivery and offers

universal access to core services. Eligible persons are at least 18 years of age, registered for selective services, and legal U S immigrants or citizens. Students are guaranteed selection of training using approved program provider lists (consumer report cards) and individual training accounts (ITA) vouchering. WIA has a number of performance standards but remains flexible since it is a block grant.

America's Job Network will identify the services available through the WIA, specifically America's Learning Exchange. Students/customers are allowed access to information on One-



Stop offices, community colleges, public libraries, and Internet-based courses. The Network will be available to everyone from high school sophomores curious about possible career paths to older workers contemplating a return to the labor market, to the disabled individual or at-risk youth who may require special services and support. As the economy continues to change, many people will change not just jobs but careers every five to seven years. This change may require a nation-

wide one-stop career center system locally designed and delivered to area workers.

A part of lifelong learning as an essential survival skill is business-based training. Of all job applicants, 35.5% lack basic math and reading skills to do the jobs they are seeking, an increase of 19% in 1996. Only 14.4 of the 1000+ corporations are growing 8.6% a year, contributing to a \$10 billion per year market. Highest in demand are computer skills and "soft skills." Technology training via CD-ROM, satellite, and Internet is growing 38% per year and still makes up only 25% of the total market.

SUMMARY AND EVALUATION

Is MSJC being included in the One-Stop career center implementation in this area?

The America's Job Network design will ensure that state and local employment and training partners can target their resources where they are needed most.

Workforce training will be delivered on-site and customized at the employers' requests.

IMPLICATIONS OF CALIFORNIA POLICY ON LOCAL COLLEGE DISTRICTS

ASSESSMENT

The California Master Plan for Higher Education has been progressively defunded since Proposition 13. Consequently, the population bulge in the immediate future, the difficulty of successful competition for a larger share of public resources, and the inability of other sectors of public higher education to handle sharply-increased enrollments all create special problems for local community college districts. Several key issues must be explored.

KEY ISSUES

Issue #1: Revenues and Access

According to many observers, funds will decline in the early years of the next century, but forecasts vary. The Legislative Analyst's office predicts large state surpluses over the next five years. Backfill to counties for their losses in vehicle licensing fees will absorb substantial amounts of the surplus.

Regardless of the size of state resources, community colleges will be competing for funding with K-12 education, prisons, hospitals, Medicare, and the other state and federal programs. Even if community colleges obtain their share of funds, that share will not be enough to meet the demands of the huge influx of students already in the public schools and progressing toward college. The costs of hiring faculty to teach and staff to support the educational process, the costs of building and rebuilding sites, and the costs of equipping classrooms, shops, studios, and labs exceed even the most optimistic scenarios. The College must prepare for another period of limited resources in the near future.



Since funds will probably again be limited within a fairly short period, and since no coherent enrollment policy has been developed statewide, incentives are the only state policies driving the access issue. Partnership for Excellence (PFE) funds, the first significant incentive to reflect this new reality, were granted to community colleges in the fall of 1999 to encourage and fund new ideas in the classroom. PFE funds allowed MSJC faculty to develop art projects, field trips and experiment with computers in the classrooms. If funds and resources become scarce, as seems all too likely, past experience indicates that at-risk students, students of color, and students with low socio-economic status are the most likely to be excluded. These “last to access, first to exclusion” students are anecdotally also held to be the least likely to apply for financial aid.

SUMMARY AND EVALUATION

There have been numerous efforts over the years to offset the educational implications of social stratification. Pro-active targeted recruitment activities in high schools and community groups, community based information networks to overcome the information gap about financial aid and loans, cross-age tutoring (between college-age and junior-high ages, especially), summer bridge programs, educational services based on cohorts (honors, Puente, or even extracurricular cohort-based services like athletic tutoring) have all had successes. The key appears to be keeping these programs active even when recruitment seems unnecessary because of enrollment and revenue caps.

Issue #2: The Rise of Accountability

Legislators want to know that state funds are actually working toward desired ends. Colleges, therefore, can anticipate increasing insistence of proving their worth as a means of securing continued funding. Future funding will be contingent on the ability of the College

to demonstrate the results of funds already received by the College. To demonstrate such results, the College will need to provide reliable data on student progress and improvement in academic programs. The key will be research followed by analysis, development of programs, and procedural changes to address needed changes.

Issue #3: Finance, Facilities, and Tidal Wave II

For ten years it has been quietly acknowledged that the community college facility base, largely the product of the '60s and '70s, had been hit especially hard by the drying up of funds after Proposition 13. During the early to mid-1990s, state bonds funded substantial



improvements in the condition of many colleges, as deferred maintenance projects increased rapidly. However, at the same time, neither the increased support of deferred maintenance nor the anticipated level of funds for new construction is adequate based on the demands of Tidal Wave II, created by the children of Baby Boomers, causing a large increase in the college-age and college bound population.

The shortage of public funds for construction means that new facilities may be fewer in the future. The situation is likely to have special impact in physical education, fine arts, public performing arts spaces, and libraries—all areas of sharp local concern.

SUMMARY AND EVALUATION

Since the 1940's California community colleges have practiced alternate modes of educational delivery, shared functions and facilities, used year-round facilities, provided time-shortened degrees through full articulation of grades 9-16 and provided more complete acknowledgment of non-traditional learning experiences.



But each aspect has changed markedly. The costs of some are, at present, nearly equal to, or even greater than, those options using traditional, facility-based delivery. Another area for exploration is the construction criteria. Within the life of the current college master-planning effort, a new set of criteria will take effect

regarding community college construction. The impact of these criteria on the college is an obvious area for exploration.

Issue #4: Financial Aid and Access

California policy makers have made two fundamental shifts in financial aid while attempting to underwrite access to public higher education. First, the funds originally intended as support for independent institutions have been redirected to public institutions. Interestingly, the independent

institutions have done a tremendous job of creating independent financial aid, much of it still in endowed grants. They currently have completion rates and actual headcounts among underrepresented students exceeding those rates and headcounts of the University of California. Second, funded grants-in-aid have markedly decreased, while funded loans have markedly increased. At the same time that these shifts have occurred, the level of aid has not kept up with the increased cost of education. One of the by-products appears to be a drop-off between the number of students who become 'transfer ready' compared to the number of students who actually transfer.

SUMMARY AND EVALUATION

Some colleges have been successful at creating local incentive grants to encourage enrollment and persistence among students who might otherwise not enroll. Several public colleges have teamed up with independent institutions, overcoming the lack of information regarding financial aid. Informational programs for parents, focusing on entering high schools students, have been another tool used by colleges to increase sophistication regarding financial aid issues. Encouraging high schools to use advanced placement programs extensively and to articulate them has been another way of reducing the overall cost of education, especially in areas of general education.

Issue #5: Tidal Wave II and “Participation Rates”

One of the traditional measures of successful community service has been participation rate, usually measured as the number of adults per thousand who attend the community college. At MSJC, the participation rate is about 2.5% of the population, the lowest rate in the state; the statewide average is 5%. In some high-growth districts, the pursuit of a higher participation rate, a useful tool in political lobbying, has achieved a sacred status. This strategy worked effectively in the 1970s, and even twice in the 1980s when districts used the legislature to secure local funding, which the emerging community college system would not provide. In the 1990s, the strategy has successfully produced funding for districts that have added facilities, ultimately changing the way construction funds would be tied to funding allocations based on student enrollment. MSJC receives about \$3,500 from the state for each full time student enrolled each semester, which is below the statewide average of \$3,700. Even the state system itself is now using participation rates to entice legislative analysts and senators back to the participation rates of the 1970s, when education actually helped fuel one of the richest periods in California's history.



SUMMARY AND EVALUATION

MSJC must distinguish between its public lobbying stance and reality, because the college may confront significant difficulties if participation rate becomes fixed in the mind of local policy makers as the principal measure of success. All involved must recognize that local participation

rates are at best a rough means of comparison. High commuter populations, distance to educational access points, higher than average poverty rates, lower than average high school completion rates, higher than average age profiles, and a variety of other factors can negatively affect participation rates. To what extent do these appear to affect the participation rate in the local district? If the adult population is forecast to grow 35% in seven years, what does the College need to do to keep current participation rates? To expand them? What would the costs be? What would the implications be for existing modes of education and levels of support? Should other significant measures be expanded, ones that consider the institution's quality as well as growth? State policies have begun to reflect incentive funding as a practical means of refocusing the system, but is incentive funding useful in a smaller campus-based setting? If so, what would the appropriate measures be? Who would determine the specific targets, since the College operates within a shared-governance setting?

Issue #6: Governance Stability, State-Level

In the recent past, term limits and instability in state-level governance have caused some abrupt turns in policies and relationships. Instability in state-level staffing and policy-making relationships in the Chancellor's office can markedly disrupt local ability to design programs and policies. Currently, the statewide committee called the consultation council operates, it appears, in a fairly predictable manner, with input gathering and conflict resolution activities generally occurring prior to position development and promulgation. This operation should make for more coherent policy development and, as a result, a more unified front in terms of efforts to influence the legislature and governor's staff. Fewer sudden surprises should reach campuses. Policies and funding should be slightly more predictable over the three to five year period.



SUMMARY AND EVALUATION

Planning, it appears, will occur in a relatively stable setting. Recent revisions to standards in planning and facility development issues should remain stable. Budgetary concerns currently appear at the state level some 18 months before reaching actual implementation. Consequently, legitimate annual college planning cycles can be developed and maintained. At the same time, legislators, responding to citations of poor coordination between K-12 and higher education, have called for the creation of a joint legislative commission to address the need for a statewide master plan for education, K-16. The last such commission, in 1985-86, dealt only with higher education and prompted revision of local and state-level community college governance. Facility sharing, collaborative education projects, pooling of human resources, alignments all appear in the preliminary list developed by legislative analysts to guide the joint legislative commission. Each might have profound impact on community colleges generally and MSJC particularly. Consequently, college leadership needs to keep track of developments in this area and to commit to a process of education and consultation if issues emerge that require institutional responses.

Issue #7: Shared Governance as a Mature System

Local colleges, including MSJC, are beginning to mature in their understanding and use of shared governance, a form of participatory management, or management by committee, based on mutual support and common goals. This process is hardly a universal condition in California, and it is a recent development at MSJC. Faculty, students, classified staff, and administrators who have proven incapable of providing leadership in this collaborative and mutually dependent setting have caused significant disruption in a number of colleges statewide. The colleges where shared governance has not been integrated into collaborative modes of decision-making have been unstable in leadership and program delivery, damaging student needs in the end.

SUMMARY AND EVALUATION

As shared governance has matured at MSJC, the College has experienced growth and challenges. Leaders in all groups must be ready to revisit the shared governance agreement, with a commitment to making the system more effective, rather than more protective.

TASK FORCE 2 | Transfer Education

TASK FORCE CHAIRPERSONS:

ROBIN STEINBACK
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JIM DAVIS

TASK FORCE COMMITTEE MEMBERS:

BERNIE CARRIGAN
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MARY HELEN ISH
JANET MCCURDY
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ASSESSMENT

Preparation of students for transfer to baccalaureate degree granting institutions is central to the mission of the community colleges. The importance of the transfer function is reflected in the goals for the California Community College system, collaborative partnerships with the University of California and California State University systems, and Mt. San Jacinto College's own mission statement and service to students.

As part of the Partnership for Excellence program, the California Community College Board of Governors recently established the goal of increasing the total number of students who transfer to the University of California (UC) and California State University (CSU) systems. Published studies indicate that community college students who transfer to UC and CSU do as well as students who entered the university as freshmen. Historical data collected by the Chancellor's Office demonstrate that the university's commitment to accepting community college transfer students is as important to the

transfer function as factors such as fiscal ability or enrollment capacity.

A variety of collaborative agreements, in the form of articulation agreements, priority admission contracts, and guaranteed admission contracts exist to promote transfer between the community colleges and the University of California and the California State University systems. In addition to these formalized agreements, the interdependencies of the community colleges and these public university systems are reflected in two general trends. Today, approximately one-third of the students admitted in the UC system transferred from one of the state's community colleges. Formal talks between representatives of the UC system and the commu-



nity colleges begun two years ago to increase the number of students transferring by one-third between now and 2005 are bearing fruit. In an article published in the *Los Angeles Times* (September 20, 1999), UC President, Richard Atkinson announced the UC system's pledge to give priority to California Community College transfer students over all other transfer students, to increase the number of community college transfers, to provide more opportunities for part-time study, and to ensure that financial aid is available. It would appear that the UC system is acknowledging the critical role of the community colleges in preparing the "brain power" that "California needs for

One-third of the students
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the demands of its complex society and increasingly high-tech work force.”

Data on transfers published by the Chancellor’s Office (Partnership for Excellence Fact Book, 1995/96 - 1997/98) show that a majority of community college



students transfer to the CSU system. The CSU system has recently implemented a policy that reduces its remediation function. Under the new policy, incoming freshmen have one year to complete remedial coursework and demonstrate competencies in English and mathematics. Those students unable to do so may be expelled from the university. The likely result of this policy is to direct more postsecondary remediation to the community colleges. Given the recent reports published by the CSU system ([Los Angeles Times](#) article published 12/7/99), MSJC can expect to see an increase in reverse transfers particularly from the neighboring CSU campuses. Figures for the 1998-99 academic year indicated that approximately 14% of the freshmen enrolled at the two closest CSU campuses (San Bernardino and San Marcos) failed to meet the requirement.

In keeping with UC President Atkinson’s goal, the interdependencies inherent in the components of the higher education system, and with MSJC’s mission to improve transfer numbers, the College offers students what they need for preparation and successful transfer to the university. This preparation for transfer includes courses to master

basic and develop collegiate skills, lower division general education curricula, and specific-major preparation courses. Basic to the smooth transfer process are Mt. San Jacinto Community College’s continually updated articulation agreements with four-year colleges. In addition, on the San Jacinto and Menifee Valley campuses, the Counseling Department, a Career/Transfer Center, and other specialized programs provide support services for students interested in transferring to baccalaureate degree granting institutions.

CURRENT STATUS OF TRANSFER EDUCATION

The population of MSJC has grown rapidly over the past ten years. This rate of growth is among the most rapid in the state. As a result, the College has expanded from a single campus to a multi-campus organization with off-campus sites throughout the District. The percentage of full-time students has increased by 150% over the past five years. Today, MSJC serves approximately 10,000 students. During this same time, the College has responded to the changing needs of the district communities through unprecedented course and program development. Despite this decade of



growth and rapid change, the District has the distinction of being located in a region with the lowest adult college attendance rate

The College has expanded from a single campus to a multi-campus organization

The role and importance of transfer education are implicit in the College’s mission statement

The College also has close working relationships with neighboring universities

in the state, a dynamic that must be considered when discussing the transfer function at Mt. San Jacinto College.

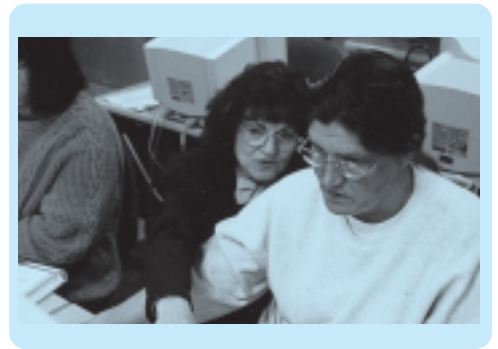
The role and importance of transfer education are implicit in the College's mission statement, which proclaims the mission is "to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served" The MSJC faculty seriously regard the responsibility to design transfer courses that parallel the content and rigor of lower-division offerings at four-year colleges and that also increase the ability of students to transfer to the university with advanced status. Over the last three years MSJC faculty have participated in joint meetings with their counterparts in the regional UC and CSU campuses to discuss course content, pedagogical approaches and required student preparation for successful transfer. The result of these meetings has been a developing consensus about standard course preparation for specific majors and, most importantly, recommendations for implementing refined articulation agreements from which students will benefit.

The primary written source for transfer information is the college catalog. This document includes descriptions of prerequi-



sites, as well as requirements for general education transfer, for IGETC (UC/CSU Intersegmental General Education Transfer

Curriculum), and certificates and associate degrees that may be earned at MSJC. All courses within the catalog that are either UC or CSU transferable as well as baccalaureate certified are so designated in the catalog and in the schedule of classes. The College grants students who complete the general education transfer requirements a certification of completion of the lower



division general education core. This certification facilitates students' transfer to both the University of California and the California State University system.

The College also has close working relationships with neighboring universities. Representatives from UC Riverside, CSU San Bernardino, and CSU San Marcos are invited regularly to the College campuses to advise, encourage, and aid students whose goal is to transfer. Formalized priority admission contracts and admission guarantee agreements with UC Riverside and CSU San Bernardino have also been developed to enhance the transfer process of MSJC students to these universities. In addition to these agreements, complete lists of course-to-course, major preparation and general education equivalency agreements between MSJC and public, private and independent colleges and universities are maintained by the articulation officer and made available through the counseling services offices. To assist students in choosing transferable courses, a master list detailing a course-to-course equivalency list for all

University of California and California State Universities is also on file in the counseling office.

Transfer is enhanced by the services provided by the counseling faculty, career and transfer center support staff. Students are encouraged to seek assistance in the Counseling Center and Career/Transfer Center on each campus for individual counseling and for specific information and assistance in planning for a successful transfer. The Center provides support services specifically for students interested in transferring to four-year colleges and includes all of the following:

- a. Individual transfer advisement provided by all counselors;
- b. Individual counseling appointments with university representatives;
- c. Information regarding various colleges and sharing information concerning costs, admission requirements, financial aid eligibility and opportunities, academic programs, the transfer process, and housing availability;
- d. An annual college fair that hosts twenty-five to thirty college recruiters and ongoing visits by local area college representatives;
- e. A printed and digital library of college catalogs and brochures;
- f. Published lists of transfer and articulation agreements to other colleges and universities;
- g. On-line application information and forms for UC and CSU campuses;
- h. Program planning guides for specific majors and programs;
- i. Access and use of computer software (i.e. Eureka) that provide education and training information and online databases (i.e. College Source) that provide online catalogs of all transfer institutions.

Preparation for successful transfer of MSJC students to baccalaureate degree granting institutions is particularly strengthened by the Honors Enrichment Program, which offers preferred and guar-



anteed admission for honors students to four-year institutions. While in the program, students attend honors (advanced) general education courses, work closely with professors, enjoy the challenge of courses with fellow honors students, explore current issues in the interdisciplinary seminar, and receive specific guidance from counselors and faculty advisers concerning the course of studies most suitable for transfer and the achievement of professional objectives. Upon completion of the program, honors students are actively recruited by public and



private universities, often offered scholarships, and given special university admissions consideration because of MSJC's honors transfer alliances with major universities. As of fall 1999, over one hundred students are actively involved in completing honors coursework in preparation for transferring

Honors students are actively recruited by public and private universities

The Puente Project is designed to increase the number of community college students transferring to four-year colleges

Educational goals of community college students are more heterogeneous than those among traditional university students

MSJC must also establish and cultivate closer working relationships with the local high school districts

to four-year institutions. To date, the transfer rate for honors students completing the honors program is one hundred percent.

The Puente Project, an example of the College's success with its transfer program, is an academic and community leadership program. The program is designed to increase



the number of community college students transferring to four-year colleges and universities to earn baccalaureate degrees. Having earned degrees, the individuals, it is hoped, will return to the community as leaders and mentors to succeeding generations.

Established to increase the number of educationally underserved students, particularly Mexican American and Latino students, the program is open to all students.

A number of programs enhance the transfer function of the College. These programs include Cooperative Agencies Resources for Education (CARE); the Disabled Students Program; Extended Opportunity Programs and Services; the Financial Aid Program, and the Learning Skills Program. MSJC's students have also achieved admission to prestigious colleges and universities through the athletic and professional sports program.

KEY ISSUES

Four key issues should be considered in the area of transfer education as the College plans for the next five years.

Developing an Integrated Basic Skills Program that Increases Transfer Readiness

A pervasive perception exists that a majority of students entering the community college lack certain basic academic skills. While the overall accuracy of this perception may be challenged, the fact remains that students entering the community college arrive with a highly variable range of skills in reading, writing, and math. An analysis of enrollment trends indicates that students predominantly enroll in pre-collegiate basic skills courses in reading, writing, and math. In addition, the need for a curriculum "bridge" between the non-credit and collegiate-level English as a Second Language program was emphasized in the summary recommendations made by the 1999/00 Accreditation team. The educational goals of community college students are more heterogeneous than those among traditional university students. System-wide as well as locally based studies reveal that upon arrival at the community college, a majority of students do not identify transfer as their educational goal. However, a tendency exists for students to change their educational goal, as they are more successful academically. The



implementation of an integrated basic skills program would assist students in the development of college-level skills that would permit them to be transfer ready. A program that clearly connects skills requisite for

success with career and general education courses would enhance the transfer readiness of the overall student population.

Further Develop Articulation and Guaranteed Transfer Agreements

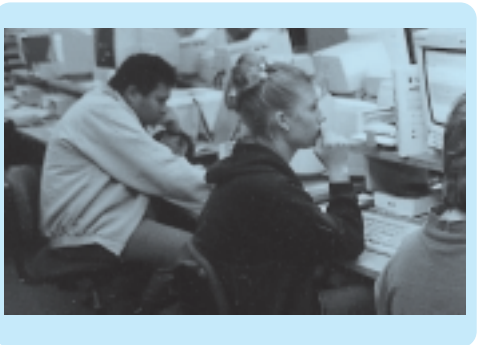
Two demographic features and one organizational feature distinguish community colleges with successful transfer programs (as measured by actual numbers of transfers, transfer readiness, and the transfer rate) from those community colleges that do not have successful transfer programs. Community colleges with successful transfer programs tend to be located in geographic regions with higher percentages of a high school-age population and an adult population that are high school



graduates with some college experience. Another distinguishing factor is that colleges with successful transfer programs cultivate close working relationships with local high school districts as well as regional universities.

While the demographic profiles of the communities that compose the MSJC district vary particularly regarding percentages of high school-age population and high school graduates and the close working relationship with regional universities, it is clear that the College has unmet potential. It is important that the College should determine causal factors associated with the low college going rates among high school

graduates in our communities, as well as educate and establish a more accurate public relations image among our public regarding the programs offered by the College. Doing so would increase the likelihood that students will choose MSJC as their first college choice. As part of this effort MSJC must also establish and cultivate closer working relationships with the local high school districts. In addition to joint meetings involving the administrative teams and particularly the faculty and the resurrection of an organized college outreach program, the College should position itself to market existing articulation agreements and to create new ones that directly connect the high schools with the College and regional uni-



versities. These discipline-specific agreements, termed "2 + 2 + 2 agreements," link high school preparation in specific career/academic fields with community college degree programs and culminate with the guaranteed transfer to baccalaureate program majors. One such example of this is the Technical Theater certificate and degree program. These discipline-specific agreements are typically arranged in the career education and technical fields. In light of the reluctance of some universities to accept the IGETC certification particularly in the sciences and professional fields such as engineering, an agreement based on the principles of the 2 + 2 + 2 model may prove useful for enhancing the transfer readiness and actual transfer of science

Interaction between MSJC faculty and staff

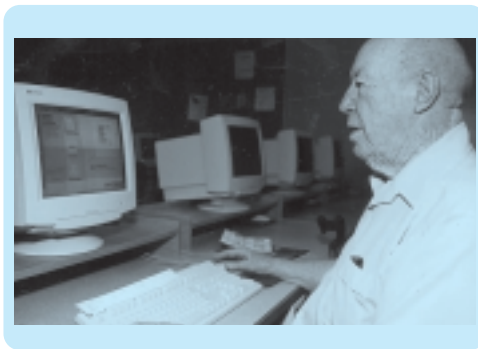
College commits to expanding the use of the web to market educational programs

The College is encouraged to establish components of successful programs

majors. Interaction between MSJC faculty and staff and their counterparts at regional universities regarding articulation and transfer issues enhances transfer rates. Refining these relationships and participation in organized meetings regarding prerequisites, course contents, and standards have been shown to positively impact course-to-course articulation and transfer agreements.

Use of Computer and Internet based approaches to provide information about transfer

The research of this task force on exemplary practices in transfer education revealed that two-year and four-year colleges with fully developed transfer functions include the use of web pages as a tool in marketing information about and links to college services, online advisement,



assessment, and enrollment processes. These websites also contained direct links to other private and public colleges with whom they have articulation agreements. Mt. San Jacinto College has developed a website. It is crucial that within the next five years the College commits to expanding the use of the web to market educational programs, to facilitate enrollment and support services, to provide information about transfer, and to direct linkages to transfer institutions.

Establish Comprehensive Transfer Centers (Academic Excellence Centers) on Both Campuses

The research of this task force on exemplary practices in transfer education at other community colleges also revealed that



the transfer function is noticeably enhanced when transfer services are more comprehensive. In addition to the services previously identified, the College is encouraged to establish the following components of successful programs: regular and highly visible visitations by university campus representatives; stand alone seminars on university admission and application for financial aid; alumni visitations; mentoring by and participation of campus teaching faculty in the advisement process; advisement sessions by major (i.e. transfer orientations by major — sciences, humanities or by department or career field); and field trips to neighboring colleges (perhaps even organized by teaching faculty). Such arrangements would serve to expand to all students the opportunity currently only provided Puente and Honors Program students. Being aware of the potential costs of such services, the College is, nonetheless, encouraged to explore innovative arrangements that also leverage the current personnel, program, and facility resources to provide maximum efficiency and effectiveness in transfer services to all students.

SUMMARY AND EVALUATION

A number of research and planning issues should address changes needed in MSJC's transfer program. Some issues include the following: the actual number of students who transfer and declare that they are transfer students; the percentage of current students who are first-year students; the purpose of "chasing full-time equivalent students" to provide needed apportionment for the College; the loss of students to neighboring colleges for specific courses or programs to complete certificates or degrees; and the need to clarify the extent to which the College offers advanced level courses for students to complete their certificate and degree programs. It is important that within the next



five years, the College develops and implements plans to obtain information that will assist in the assessment of the transfer program. It is also critical to disseminate this information to staff, faculty, students, and the general public.

TASK FORCE 3 | Career Education

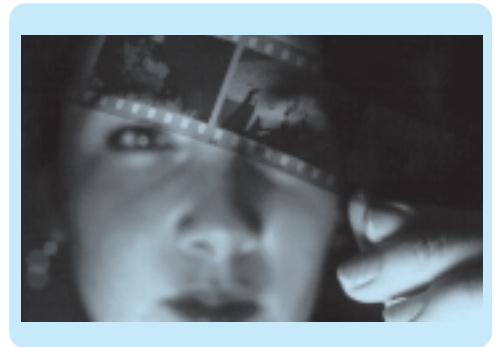
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Systems program has responded to the rapid change of industry and to the need to develop industry standard certificates. A Sylvan Testing Center, established in the fall 1999, provides testing certification services for college students and students in the College's feeder districts. The center also provides opportunities for students to earn certificates in Microsoft Product Certification, Adobe Certification, Microsoft Certified System Engineer (MCSE), and CISCO Networking Systems Certification. In addition to the Sylvan Testing Center, the Computer Information Systems program has a Regional CISCO Networking Academy, which provides occu-



ASSESSMENT

The overall mission for career education programs is threefold: 1) to provide students with the skills to enter the world of work through completion of certificate and degree track programs; 2) to provide opportunities for skill upgrading; and 3) to facilitate students' transition to further training through transfer to four-year institutions. Most career education programs are offered at the College: Administration of Justice, Allied Health, Automotive Mechanics, Business, Computer Information Systems, Early Childhood Studies, Emergency Medical Technician, Fire Science, Legal Assistant, Multimedia, Nursing, and Photography. These programs are designed to meet the needs of the local labor market and to reflect the collaborative efforts of the College and industry advisory committees.

While in some areas MSJC's career education programs currently meet local and regional needs of the District, some challenges persist. The Computer Information

Systems program has responded to the rapid change of industry and to the need to develop industry standard certificates. This Academy provides a central area to train staff and faculty teaching in the Computer Information Systems program, to network with people, and to develop career pathways for students.

Programs such as Business and Early Childhood Studies have responded to the need to address School-to-Work and Welfare Reform (CalWorks). Faculty have written new curriculum and revised existing curriculum to provide quick access and completion of programs for CalWorks clients. With these programs, including Automotive Mechanics, the College has been able to address the needs of diverse students. For example, Tech Prep and

Programs such as Business and Early Childhood Studies have responded to the need to address School-to-Work and Welfare Reform

School-to-Career funds have been used to develop articulation agreements with Regional Occupational Programs in local school districts for the following disciplines: Multimedia, Allied Health, Business, Computer Information Science, Early Childhood Studies, Automotive, Photography, and Administration of Justice.

By revising its admissions requirements, the Nursing program has addressed recruitment and retention procedures. However, other aspects of the Nursing and Allied Health programs need to be addressed.

Developing programs in biomedical technology is essential to meet the biomedical industry that is emerging in the Temecula area. Currently, the nursing and allied health programs have begun to address this rapidly growing area.

Another need that must be addressed is strengthening or reviewing the purpose of a number of programs. One way in which a number of programs, especially those without full-time faculty, may be reviewed is to examine the quality of programmatic emphasis. For example, Legal Assisting, Fire Science, and Administration of Justice are several programs that need to be examined to determine if students are attracted to the program, if a market need is being met, and if students are receiving quality



instruction. Another way is for career education to conduct an overall assessment of courses in programs. This critical review

enables faculty and administrative staff to determine how effective programs with and without full-time faculty have become.

KEY ISSUES

The career education departments have identified three major issues. Faculty need to review, evaluate, and revise curriculum to ensure that the curriculum incorporates academic skills with remedial instruction to address the needs of the workplace. Further, this re-examination of curriculum needs to be conducted to implement and develop new programs and alternative delivery methods. A second key issue is to expand the extent to which career education programs “link” with business and industry, for in developing this kind of relationship, career education programs may continue to expand and integrate internship programs. This kind of relationship also establishes program standards across disciplines as identified by business and industry advisory committees, third party regulatory agencies, and state and national certification requirements. Likewise, this linking may also lead to customized training as well as marketing of programs in career education. Finally, career education needs to evaluate the performance of its students by assessing the number of students who have completed programs, participated in job shadowing, and gained employment.

SUMMARY AND EVALUATION

The task force made several observations about the career education programs. Expanded articulation efforts will provide students with increased opportunities to move more rapidly from K-12 through college without having to take the same classes in multiple settings. Students will also ben-

Developing programs in biomedical technology is essential

Students will also benefit from articulation efforts between high school districts and college

A number of students enroll in college with insufficient basic skills

Staff development must extend to both instructional and support staff

A missing link exists in the transition from high school to college

enefit from articulation efforts between high school districts and college and will be able to make a seamless transition from high school to college without repeating courses. Having teachers and counselors involved in this process fosters an awareness of career education opportunities in each of the educational systems.

Second, internships provide students with a real life context in which to apply MSJC coursework and to enhance preparation for employment. Connected to this focus is the faculty need for current industry experiences to ensure maintenance of relevant skills. If the College does not provide rapid response through either its Career Education programs or Community Education programs, the business community will find another source for its training needs. This connection is important for job readiness. Adult learners are more receptive to learning when the curriculum is relevant to their interests.

Third, because a number of students enroll in college with insufficient basic skills to succeed in college-level courses, tracking students is important to determine the



extent to which the College's support services assist students in achieving their educational goals. Tracking may also be used in marketing efforts as well as for funding purposes, for increased success rates may lead to greater opportunities for funding for the College. Moreover, with rapid changes in technology, staff must remain informed about changes in career education programs.

Counselors must be kept up-to-date about changes in career education programs in order to provide appropriate academic advisement to students in the matriculation/orientation process. Staff development must extend to both instructional and support staff working in high technology areas to ensure staff are able to maintain current industry standards. Further, staff who go to work in industry need to know advanced technology, in part, so that they may be able to design curriculum, for example, in the form of mini-certificates, to meet the educational goals of students and needs of industry.

Finally, it is important to identify program faculty to assist in promoting career education programs. Identifying faculty enhances marketing and counselor communication as a critical need across all career education programs. In short, a new emphasis needs to be placed on widening program recognition within and outside the college community.

Partnerships with Business

The College's business partners shared their thoughts and experiences regarding the partnerships. Business partners with student interns indicated that they enjoyed the internships and regarded the students as assets to the companies. A number of business partners served on Career Education Program Advisory Committees and regularly attended meetings. For the most part, business partners expressed ideas and concerns that they had already exchanged with their advisory groups and that they believed needed special attention.

The business partners expressed satisfaction with the current activities and indicated an interest in future collaborative efforts. Many partners expressed an

interest in working with students in the CISCO and MCSE computer certification programs. The Eastern Municipal Water District was excited about the pilot program that had allowed interns to use the knowledge they learned in the classroom, while gaining practical, hands-on experience in the workplace.

Managers from Gosch Automotive suggested that a missing link exists in the transition from high school to college. High school students are not being given enough information about what is available at the College. They indicated that brochures should be distributed to students and area business people providing information about courses and programs



that expose students to the latest technological advances. Gosch personnel indicated that MSJC ought to develop training programs with automotive dealers like neighboring community colleges because such programs will enable students to find work immediately. They also pointed out that more training programs in nationally recognized certifications, such as AYES and NATEF, in Automotive Technology are needed. One partner noted that if lack of classroom space was a concern, the utilization of local business space should be explored. A possible outcome could be utilization of a business facility in return for free training of their employees in a particular field.

Workforce Training

A recent Press Enterprise article by John Husing identified a critical need for trained workers in the Inland Empire. The College participated in federal and state school-based grants and programs such as School-to-Career, Tech Prep, and CalWorks. The College actively participated in helping to bring real-world relevance to the rigor of academia to improve the educational experiences of all students. Internships, discussed earlier, are an important tool to be used in upgrading the necessary skills of graduates. MSJC participates in innovative partnerships in the area of internships, where MSJC pairs up with local public service agencies to encourage its students to become involved in the public sector. This process encourages students to pursue careers in public service, thereby teaching students how to be responsible community members as well.

In summary, the College should gather information on what other schools, especially community colleges, are doing in the areas of developing internships, providing service learning, and developing apprenticeships to create programs that will work for the College and the community. Business partners who were contacted, and those serving on advisory committees, indicate that students are often well-versed and knowledgeable in theory but lack practical employment skills. Some of these skills would include the ability to communicate effectively, either in one-on-one situations or in a group; the ability to work well with others and cooperate effectively in a team situation; customer relations; workplace etiquette; and other necessary “people skills.” Internships and other work-based learning experiences help students acquire these important skills. They also provide valuable experience that will translate into the students being more competitive while attempting to obtain gainful employment.

MSJC ought to develop training programs with automotive dealers

MSJC participates in innovative partnerships

TASK FORCE 4 | Student Services – External

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ASSESSMENT

The Master Planning Task Force IV for External Student Services accepted responsibility for the following areas: internal communication and the process used to communicate with campus constituents, assessment, enrollment management, marketing and public information, orientation and recruitment, and outreach. The efforts of the task force highlighted the fact that much of what takes place in a college has an implication for student services and the public that is seeking support and service. The task force found that the perception of the College and its programs is often as important as direct knowledge and involvement in the program. It was also recognized that an essential component to providing an effective student ser-

vice is effective internal communication, which conveys timely and accurate information about the purpose and intent of a student support program.

KEY ISSUES

The key issues identified by the task force included the importance of a structured, consistent internal communication system and the impact that various programs throughout the College have on the communities that the College serves. The key finding is that the College cannot overlook or underestimate how a program is perceived and how it impacts the public within the District.

SUMMARY AND EVALUATION

Institutionalized Structure

Concerns arose about the ways in which the District communicates with internal and external constituencies of the College. For example, despite rapid growth in student enrollment that occurred during prior semesters, the scheduling needs of the students were not communicated to those actually making enrollment management decisions. The effect was that enrollment growth was not managed in order to ensure that both first and second year students were offered the classes they needed to meet their educational goals in one to three years.

Lack of a formal process of communicating within the institution hampers the ability of the College to effectively support and serve students. Virtually every external student service could benefit from an increase in communication between the instructional, student service and business service sectors. If a process of communication is finalized so that the necessary

discussion between sectors occurs formally and regularly, the needs of students could be adequately and more effectively addressed.

Looking Outside the District to Address Internal Issues

Although the Mt. San Jacinto Community College District has existed for over 35 years, the College could benefit from surveying other institutions when issues arise within the District. For example, data from other community colleges regarding student graduation requirements have been instrumental in adjusting the College's policies for these items. Programs that increase student participation in the matriculation process or reduce the complexity and frustration students may experience during course registration may exist at other community colleges. Course-scheduling strategies used by four-year institutions may be adapted to help the College better serve students. Discovering ways other schools have solved problems similar to MSJC would be an efficient and productive use of time and energy.

ASSESSMENT PROCESS

Assessment

A component of the College's state-mandated matriculation process, assessment provides MSJC students with assistance in choosing their initial schedule of classes. The process includes meeting with a counselor who ascertains the student's academic background and educational goals. This information is often translated into an educational plan, which charts the course of the student's academic life at MSJC. Assessment tests are utilized to help place

the student in the English and math courses commensurate with that student's educational background in these disciplines.

Key Issues

Placement Instrument Accuracy

A majority of students perform poorly on the arithmetic test. Consequently, they are placed in pre-algebra, even though they may have recently taken pre-calculus in high school.

Confidence in the Placement Instrument

Counseling staff, as well as English and mathematics faculty, have serious concerns about the adequacy of the placement scores. The ability of the placement instrument to accurately place students is questionable

Instructional Faculty Involvement with Assessment

Instructional faculty are capable of assisting with registration should they serve as advisors for students in the assessment process. For students with borderline placement test scores, math and English faculty should provide individual students with valuable advice regarding the choice of the student's initial mathematics and English courses. The availability of faculty to serve as registration advisors is complicated by the various modes and times of registration, including mail-in and telephone registration, which lasts for periods of weeks rather than days.

Student Tracking

The College has not consistently tracked students who have taken the placement test. Therefore, it has been difficult to determine how effectively the placement instrument has functioned.

Structured Communication

Sufficient formal communication has not occurred between those individuals who are

Course-scheduling strategies used by four-year institutions may be adapted

The District uses the AccuPlacer assessment test

tracking the student placement test data and the math and English faculty who set the cut-off scores. From the math faculty's perspective, there has generally been limited timely and formal communication between the individuals who are responsible for assessment and the mathematics and English faculty interested in selecting and fine tuning an assessment instrument.

Summary and Evaluation

Academic assessment for mathematics and English has been performed for years at MSJC. The actual placement instruments have been written tests. Currently, the District is utilizing the AccuPlacer assessment test for both English and mathematics. This assessment/placement instrument includes two English assessment tests, one for reading ability and the other for sentence skills, and separate mathematics tests for arithmetic and algebra. Since the actual questions for each test are, in part, randomly generated from test banks of hundreds of questions, no two students take the same test. Question difficulty is based on the number of correct answers. If a sequence of questions is answered correctly, the difficulty of subsequent questions increases. If several questions are then answered incorrectly, easier questions are asked. In this manner, the test attempts to assess a student's academic preparedness for English and mathematics. Calculators are not allowed for the mathematics tests. None of the tests are timed. Currently, the validity of the AccuPlacer instrument is in question statewide. Therefore, because this instrument has been removed from the Chancellor's state approved list of tests, it is not clear whether the District will be able to utilize the Accuplacer test this academic year.

In addition to written placement tests,

assessment has included faculty participation in the advisement of students during registration. This involvement appeared particularly helpful for students whose placement test score was near a cut-off score. Faculty participation in registration was discontinued approximately eight years ago.

Faculty members in mathematics and English have been responsible for determining the "cut-off" scores for assessment tests. Mathematics assessment tests have generally been perceived by the mathematics faculty to be ineffective because the content of the tests had not been reviewed



prior to test adoption by the College. The result has been a reduced willingness by the faculty members to assist in fine tuning the cut-off scores. The English assessment process has experienced problems similar to those encountered in mathematics assessment. Specifically, English faculty believe that the current placement instrument fails to adequately measure a student's writing ability.

A lack of consistent tracking of students who have taken a placement test has not occurred at the College. Therefore, it has been difficult to determine the accuracy of the placement instrument. First, it has not been clear how many of the students who have taken a placement test actually followed the placement recommendation. Second, for those students who have followed the recommendation of the placement test, it is not clear how often the

placement recommendation has been correct. In addition, limited communication has occurred between those who have done the tracking and those who were most qualified to adjust cut-off scores. Therefore, little structure has existed for the purpose of enhancing assessment test effectiveness.

The College has hired a researcher. This individual's tasks will include validation of a placement instrument. That is, the researcher will collect and analyze data that includes the course completion rates for students who followed the placement test recommendation as well as the rates for students who did not. Presumably, the researcher will recommend cut-off score adjustments where necessary so that the placement test score will be an accurate predictor of student performance in math and English courses. In this manner, the placement test will be shown to be a valid placement instrument. As the current placement situation improves, administration, faculty and the researcher should begin discussing ways to improve the placement process.

ENROLLMENT MANAGEMENT

Assessment

The services provided to students by the enrollment management program focus on assisting students with their registration and enrollment at the College. The practices and procedures that at one time might have served the students who attend MSJC need to be reviewed and updated in order to serve the significant increase in students who are enrolling at the College. The enrollment increases have profoundly impacted the manner by which enrollment management serves stu-

dents. The challenge will be to continue to offer a continued level of quality service and accommodate the student growth with the available resources.

Key Issues

Definition of the Term "Enrollment Management"

The term "enrollment management" is difficult to comprehensively define. The definition should be more than simply "to capture the greatest number of students that can be permanently funded." One definition might include a reference to efficient scheduling practices, which would ensure that course offerings for transfer, certificate, and career education programs are given priority when a semester schedule is created. Satisfactory enrollment management should include checks to ensure that class schedules allow first and second year students to complete their educational goals in one to three years.

Scheduling Practices

Several concerns exist regarding current scheduling practices at the College. First, consistent communication does not occur between instructional and counseling staff when semester and summer course schedules are created. One effect of this lack of the communication is the ratio of first-year to second-year students (typically 70-75% first year to 11-14% second year). Course offerings, it seems, do not meet the needs of second-year students. Since counselors are likely to know whether or not students' needs are being met by the schedule of classes (counselors regularly hear student complaints regarding the lack of suitable course offerings), it is important that counselor input be taken seriously as semester and summer schedules are developed.

The researcher will collect and analyze data that include the course completion rates

Enrollment increases have profoundly impacted the manner by which enrollment management serves the students

The process of creating the class schedule at MSJC is typically “bottom up” rather than “top down”

The District has been quite successful in qualifying for permanent growth funding.

In order to maintain the “Students First” policy

Concerns also exist regarding the way in which the fall, spring, and summer schedules are developed in order to meet the students’ needs. The process of creating the class schedule at MSJC is typically “bottom up” rather than “top down.” That is, the schedule starts at the department level where instructors decide what and when they want to teach. The department schedules then filter upward through administration and ultimately merge to form the printed schedule of classes. While some disciplines communicate to avoid scheduling conflicts (e.g. math and physics often schedule their classes so that the days and times for the calculus class do not conflict with physics lectures and labs), checking for scheduling conflicts after the department schedules are merged is a difficult and tedious process. Consequently, ensuring that class schedules truly meet students’ needs has been difficult to do on a semester-by-semester basis.

Appropriate Facilities Usage

The inefficient use of facilities is a concern. Since the College currently does not offer many Friday classes, the inefficient use of instructional space will prevent the College from qualifying for additional buildings. Without additional buildings, the College cannot adequately serve the growing student population.

Academic and operational issues need to be addressed. For example, lab teachers are concerned that changing from a two-day-a-week schedule will reduce student attendance at the lecture meeting, which is not followed by a lab. Also, if specific blocks of time during the week are not reserved for meetings, it will be difficult to coordinate efforts such as the one necessary to write this report: the master planning steering committee, as well as several of the task forces, met regularly on Fridays this fall.

Enrollment Services

In order to maintain the “Students First” policy endorsed by all student services personnel, adequate space and staff should be provided. Enrollment services deals not only with students, parents, and the general public but also with instructors. When instructors submit grades or request student information, they may encounter long lines as well. Staff members attempt to accommodate instructors in a timely manner whenever possible. However, during peak times, it is not always possible to provide assistance immediately.

Summary and Evaluation

MSJC serves a rapidly growing population. Budgetary and physical space constraints seem the only restrictions to increasing the number of students served at any given time. Prior to June 1998 the department chairs and administrative staff managed student enrollment solely by an increase or a decrease in the total number of courses offered by MSJC. The timing and size of these expansions and contractions to course offerings have typically been a function of the permanent growth funds available. Student enrollment has increased (with increased course offerings) during periods when growth funding was available to permanently increase the College’s operating budget. Student enrollment has decreased (with a decrease in course offerings) when it appeared permanent funding would not keep pace with the number of FTES being served.

The District has been quite successful in qualifying for permanent growth funding. In fact, the District’s permanent operating budget has doubled in the past six years. Unfortunately, repeated expansion and contraction of course offerings has created

a “roller coaster” effect for our students. During periods of enrollment expansion, courses, especially first-year courses, have been sufficient and available for students. When the number of course offerings was increased, classes tended to fill up more slowly during registration. This occurrence afforded the student more choices to create a schedule of classes. During periods of enrollment contraction, fewer courses were offered, filled, and closed more quickly. This occurrence made registering for the classes necessary to fulfill the student’s educational goals more difficult. This process, in turn, made it more difficult for students to reach their educational goals in a reasonable amount of time.

These rapid expansions and contractions in enrollment may have degraded the College’s image in some communities. For



example, because this “roller coaster” effect has occurred several times this decade, communities like Banning and Beaumont expect the College to offer classes in their areas only during periods of enrollment expansion. They also expect these local offerings to cease soon afterward, when enrollment is once again contracted. Students in these communities have not been able to count on the College for any extended time period. Therefore, some students avoid attending MSJC altogether, preferring to attend other community colleges for the duration of their community college careers.

Since the fall 1998 semester the notion of “programmatic” course offerings has helped drive enrollment management. That is, courses are now being scheduled so that students can begin and complete entire programs in one to three years.

The enrollment services offices on the San Jacinto and Menifee Valley campuses have done an outstanding job with admission and registration, particularly during periods of rapid growth. The growing student population has restricted enrollment services in its capacity to serve students during peak periods when students face long registration lines. The Menifee Valley enrollment services office was remodeled during the past year. Yet the space for staff members and students is still crowded and cramped. Likewise, the San Jacinto office is crowded; the addition of the community education registrations to both offices during the fall term of 1998 has impacted enrollment services. Although student population has increased considerably over the past three years, permanent full time staffing has not increased.

MARKETING AND PUBLIC INFORMATION

Residents of the District have a need and a right to know about the programs and opportunities available to them at the community college. The College, therefore, makes every effort to communicate effectively across cultural lines and throughout the District by the use of newspapers, radio, television, and other media. It is not enough to simply print a catalog and a schedule of classes and to expect the public to fully use the services of the College. The College, with its developing role as a provider of excellent

The College has a responsibility to communicate and market its programs

An outstanding job with admission and registration, particularly during periods of rapid growth

The purpose is to communicate as fully and completely as possible within the district

academic, career and life-long learning programs, needs to explain itself, its programs and its mission in a context that imparts meaning to a wide range of people. In short, the College has a responsibility to communicate and market its programs. Otherwise, the potential students in need of education and service will never benefit. In addition, the educational marketplace has become more competitive, making it necessary for the College to utilize target marketing and advertising in an effective manner.

Key Issues

The College needs to address the issues surrounding timely and accurate communication to a variety of external constituencies outside the College. For example, student orientation materials and college program materials need further development in Spanish, and general college information should be developed in languages other than English. The College needs to utilize communication and marketing to enhance the visibility of the institution to residents in general and newcomers in particular. Strong community partnerships are critical to the growth and development of both the College and local industry. New and existing industries in the District will require more technical courses to train existing and future personnel. Outreach efforts in the community are needed to foster better relations with local community and civic groups. Participation in local fairs, chambers of commerce, and other community events on a regularly scheduled basis will help the College maintain a higher profile in the community. The website ought to be updated more frequently and information there checked for correctness more often.

Some approaches to attracting students include high school visitations

Summary and Evaluation

The College is involved in a number of public information activities. The Schedule of Classes, a publication with a press run of 190,000, is mailed to all households and P.O. Boxes in the District, with another 10,000 copies reserved for on-campus distribution. Community Education schedules, with a press run similar to the Schedule of Classes, are also mailed to all households in the District. The purpose is to communicate as fully and completely as possible within the district. Program brochures, posters, and flyers are designed and printed for student recruiting and general public information. The College's photo collection is updated for use in publications, news, and other outreach endeavors.



Advertising in newspapers, radio, TV, local theatres, and direct mail alerts potential students to registration deadlines and back-to-school dates. Identical advertising in Spanish is published in Hispanic publications and on Spanish-only radio stations.

In the area of media relations, through the office of Public Information and Marketing, the College distributes press releases and public service announcements to the news media within the District. News releases and newsletters prepared for internal distribution are circulated to staff and faculty via e-mail after Board of Trustees meetings. The MSJC website is being developed as a public information

tool, displaying information on registration dates, campus news, calendar for concerts, sports, and current events.

As part of the College's community relations and outreach efforts, MSJC staff are encouraged to join local Chambers of Commerce (twelve in the District) and civic organizations. MSJC pays for membership. An MSJC speaker's bureau, consisting of faculty and staff willing to make public appearances on behalf of the college, is being organized. Exhibit booth material has been designed and written for use in Job Fairs, the Pump-in, etc.

RECRUITMENT AND OUTREACH

Assessment

Currently, the terms "recruitment" and "outreach" refer to the ways in which the District attracts potential students. The College has developed a number of programs whose purpose is to attract potential students. Some approaches to attracting students include high school visitations and the distribution of materials and course schedules. Although there has been little consistency in the recruitment and outreach efforts of the College, continued recruitment and outreach are central to the success of enrolling students at the College, especially since MSJC has the lowest participation rate in the State.

Key Issues

Outreach and Recruitment Activities

The Outreach Program should provide all potential students with the desire, information, and tools to encourage them to begin their educational careers at MSJC. The College does not currently have an Outreach Program for anyone other than

students at the pre-college level. There are no outreach efforts or informational materials available for returning students, seniors citizens, or other non-traditional college eligible students. Currently, recruiting occurs only at the senior high schools in our District service area.

A comprehensive recruitment program should enhance the relationship between the College and the local high schools and various constituencies in the District. The outreach and recruitment process does not target the senior citizens in our District. Working adults and young professionals do not have an adequate professional development program to keep job skills updated or continue efforts toward a college degree or certificate. This group has been encouraged to enroll in courses and comprises a large section of constituents in the Menifee, Murrieta, and Temecula areas.

Athletics

At the December 1999 MSJC Board of Trustees meeting, physical education faculty presented a report that assessed the effectiveness of the Athletics program at the College. While the individual sports have enjoyed successful seasons, a major concern regarding the successful future of athletics lies in the adequacy of the facilities for the programs. Currently only the San Jacinto campus offers the opportunity to participate in athletics. The adequacy of the facilities at San Jacinto is under review, and there is an apparent need to offer athletic programs at the Menifee Campus.

The future of athletics lies in the adequacy of the facilities

Summary and Evaluation

Student Outreach Program

Outreach to students enrolled in local middle and high schools is a traditional and very effective method of recruitment by colleges. Students coming from high

The best network for recruiting athletes is the friendship referral

schools tend to be traditional in the sense that they begin as freshmen while they are 17 or 18 years old, work part-time, if at all, continue to live at home, carry 12 or more units, and attend classes during the day. These potential college students are currently enrolled in local high schools and, thus, they are available for group activities and recruitment activities provided by the College. Each visit to a local school can engage a fairly large number of potential enrollees, which makes a quality visit an excellent investment.

A program of outreach to students in service area schools has the following four components: (1) direct contact activities with high school juniors and seniors; (2) activities with high school staff to facilitate contact with their students; (3) activities that build a pool of potential enrollees among younger students that are interested in college; (4) research measuring the effectiveness of the outreach program and the success of those recruited.

Athletics

The Athletics Department contacts high school head coaches throughout the MSJC District to recruit outstanding or promising players and to receive a calendar of athletic events for the academic year. MSJC staff track high school players and then contact high school coaches who introduce the players to the MSJC staff. The Athletics Department develops a mailing list of prospective recruits and makes periodic contacts via mail. Mailings include the MSJC catalog, Athletic Student Success Handbook, Program Guide for academic areas of interest, MSJC Academic Calendar, and a schedule of classes. Once a student indicates he or she is interested in attending MSJC, the MSJC coach schedules a home visitation, which is a key to recruitment. At this time, financial aid packages will be

given to the prospective recruit if the athlete indicates a financial need.

As a member of the Foothill Conference League, MSJC is permitted to conduct out-of-state recruitment. Most contacts for out-of-state recruitment occur within a close-knit network of coaches. A four-



year university or college may have a promising recruit who initially is ineligible to attend the institution. The college or university may contact the appropriate coach at MSJC to observe in person or on videotape this promising player. The four-year institution may encourage MSJC to enroll this athlete for the first two years, and then the student will transfer to the four-year school for his or her final years of eligibility. Finally, the best network for recruiting athletes is the friendship referral. Current and former MSJC players from out-of-state recommend players they know to be outstanding.

Recent successes, especially in the men's football and basketball programs, have increased the District's visibility and image. The basketball team played in the state championship game last year; the football team has been invited to postseason bowl contests the past several years.

Community Education

The Community Education program offers to the constituents of the District the opportunity to enroll in interest based courses that usually are not offered for college credit. The Community Education

Integral to this operation is the networking within the County

program is intended to recover the cost of offering a course. Consequently, each class may have a different course fee and a different number of class offerings, such as those courses offered in the English As A Second Language (ESL) Program.

Typically the students in this program are new immigrants and/or immigrants who do not have sufficient skills to enter the credit ESL program. Integral to this program are the staff members who regularly contact students in the program to monitor readiness and encourage transition into the MSJC credit program. The MSJC staff acts as an ambassador for the District, providing program information for indicated areas of interest.

Contract Education, which designs programs to fill individual company needs, is advertised in Chamber of Commerce packets for new businesses. A brochure to advertise this service is in development. The community education program director makes presentations to community groups upon request.

Job Connect

The Job Connect program assists welfare recipients who indicate that they have an interest in continuing their education. Coordinating with the Riverside County Welfare Office, Job Connect receives a database of students to contact for recruitment. Riverside County Greater Avenues for Independence (GAIN) workers also inform recipients about the Job Connect program. Integral to this operation is the networking within the County at chamber of commerce meetings, town hall meetings on welfare reform, community based assistance organizations, and other social services, such as Habitat for Humanity, Alternatives to Domestic Violence, and Valley Restart, which may have eligible welfare assistance recipients. A key component to this student program is the

funding for employment on and off campus. Job Connect has a brochure available that highlights its goals and resources. Another recruitment component of this department is word-of-mouth: students who are receiving help tell others about the program.

Extended Opportunity Program and Services (EOPS)

EOPS, a high school recruitment program, is currently dovetailing with the MSJC Outreach Program. An EOPS counselor often makes appearances along side the outreach counselor at local high schools, particularly when applications are being collected. Additionally, an EOPS representative makes a brief presentation about the program at new student orientations.

The EOPS Summer Readiness Program targets new incoming high school graduates to ease their transition to college. Program workshops cover study skills, time management, self esteem, goal setting, note taking, test strategies. The Summer Readiness Program provides information



about Enrollment Services, the Honors Program, Phi Theta Kappa, Financial Aid, PUENTE Program, campus procedures, education plans. The program hosts college panels for transfer institutions, such as California State University, the University of California, the University of Redlands, and Loma Linda University. The program concludes with a campus tour.

EOPS, a high school recruitment program, is currently dovetailing with the MSJC Outreach Program

The department puts on a Broadway Review

Students must pass a minimum of four Honors component courses

CARE Program (Cooperative Agencies Resources for Education)

As part of the EOPS program, the CARE program provides childcare for the minor children of single parent/student receiving welfare. Students from Esperanza schools for pregnant teens are often CARE recipients. During spring, the students, with their babies, are brought to campus for a tour and a look at



the childcare facilities. Additionally, the coordinator of CARE contacts homeless shelters, the Department of Public Social Services, Adolescent Family Services/Adult Schools, San Jacinto Head Start to identify large numbers of single parents who may need assistance. Throughout the District, the coordinator posts notices about the programs that are available to single parents.

Theatre Department

The addition of the Technical Theatre Certificate has been a tremendous recruitment tool. Approximately 20-25% of the students currently enrolled in the Technical Theatre Certificate program attend local high schools and remain in the program after graduation from high school. Every two years the department puts on a Broadway Review and uses approximately 90% of the cast from District high schools. The theatre department chair sends theatre production information, as well as tickets to reserved performances, to drama instructors at the local high schools. Courses in

the Hemet Unified School District Performing Arts Academy program at Hemet High School articulate course-for-course with drama courses in the Theatre Arts program.

Music Department

The Audio Technology Program is advertised in Mix Magazine, the authority on what's new, fresh and state of the art in studio recording. This program dovetails with the Theatre Department and its productions.

Dance Department

The Dance Department dovetails with the Theatre Department, working with high school students in college productions. Additionally, MSJC's choreographer helps provide routines for local high school productions.

Honors Enrichment Program (HEP)

The Honors Enrichment Program offers guaranteed transfer and scholarship opportunities to students who are accepted into and complete the Honors Program. To complete the program, students must pass a minimum of four Honors component courses from three different disciplines and one seminar course. Honors students must maintain an honors GPA (grade point average) of 3.0 and an overall GPA of 3.5. Currently there are 100 Honors students at MSJC.

ORIENTATION

Assessment

As part of the College's state-mandated matriculation process, student orientation provides the new student with information regarding the District's academic programs, services, and procedures. Counseling faculty and staff offer orientations.

There is little, if any, consistent, structured communication between counselors and the instructional departments

Key Issues

Registration Assistance

More help could be provided to students during registration, including the use of more people (including current students) and offering additional information or assistance to students.

Orientation Attendance

For the past year, students were not required to attend orientation either before or after classes had begun.

Structured Communication between Counseling and Instructional Staff

There is little, if any, consistent, structured communication between counselors and the instructional departments regarding the number of course sections that should be offered for a particular class and the times (i.e. mornings, evenings, weekends) these sections should be offered. Limited communication makes it difficult to ensure that the class schedule is adequately meeting the students' educational needs. Therefore, it is difficult to ensure that the College offers the classes students need to take to finish their educational objectives in a reasonable amount of time (one to three years).

Placement Test

A common perception among counselors and faculty is that the AccuPlacer test lacks accuracy, resulting in a lack of confidence in the test. Information is not routinely provided to students about the placement test before they take it. Therefore, some students do not appreciate or understand its importance and the resulting impact on their placement in classes.

Research

Currently there is no research being conducted to help identify what courses need to be offered or when courses need to be offered. There is no research to measure the effectiveness of the current orientation effort.

Summary and Evaluation

To receive orientation, a student is first expected to apply for admission to MSJC. The student then receives a date to take the placement test for math and English. Having completed the placement test, the student receives a date for the orientation. At orientation the student receives registration materials. Following this process, the student registers for classes.

The typical orientation includes information regarding course scheduling, community college life, and the expectations of college instructors. Since counselors serve on the curriculum committee, students are given current information regarding gradua-



tion requirements as well as advice for successfully completing college-level coursework. All new students receive a student handbook, in which placement scores are discussed to assist students in choosing the appropriate math and English classes.

At the present time, there is concern regarding orientation content. Some counselors believe that orientations presented by different counselors differ in their content. Others believe that orientations differ by presentation style, not content.

With the curriculum committee as a welcome exception, communication between instructional and counseling staff is minimal and unstructured. It is the perception of some counselors that some students feel the orientation process is too much a lecture and not enough of a discussion.

TASK FORCE 5 | Student Services – Internal

TASK FORCE CHAIRPERSONS:

RUSS BLOYER
LEFTY GONZALEZ
JIM POSTON

TASK FORCE COMMITTEE MEMBERS:

PAMALA BOWSER
MARILYN FINDLEY
LINDA GOOGE
ARLINE GULBRANSEN
VICTOR LOPEZ (STUDENT)
TRACIE MARQUEZ (STUDENT)
JOSE OCHOA (STUDENT)
BETSY SHARP
KATHY TURNER

appropriate decisions and planning educational goals. The counseling/advising department takes the approach that to help students realize their dreams, the focus must be taken off the simple task of advising on course selection alone. By promoting workshops, programs, classes, and resources that allow students to learn the skills that are necessary in becoming proactive in their education, academic counselors assist students in becoming responsible and



ASSESSMENT

The Master Planning Task Force V for Internal Student Services reviewed the following areas of Student Services: Counseling; Extended Opportunity Program and Services (EOPS); Disabled Students Programs and Services (DSPS); Childcare; Athletics; Financial Aid; Associated Student Body (ASB), Food Services; and Health Services. After its review of Student Services, the task force assessed the programs and services, identified a number of key issues, provided a summary and evaluation, and made recommendations about ways to enhance internally the Student Services Division of MSJC.

Counseling/Advising

The goal of counseling/advisement at MSJC is to assist the student in becoming a responsible adult, capable of making

contributing adults in society. The counseling services provided by academic counselors include career/transfer counseling, developing an educational plan, interpreting career assessments, offering classes and workshops to promote developing the well-rounded student, assisting in crisis interventions, and providing one-on-one counseling for personal issues.

Extended Opportunity Programs and Services (EOPS)

Extended Opportunity Programs and Services (EOPS) was established by the Legislature in 1969, reflecting a legislative commitment to provide new opportunities and services that went beyond traditional college approaches. Current legislation dictates how the program is to operate. The College's staff, for example, has established and implemented programs that identify students who need linguistic, social, or

economic assistance to succeed in college. Through recruitment, outreach, counseling and advisement, and use of the College's Transfer and Career Employment Services, the staff has also sought to identify the number of eligible EOPS students served and to assist those students in achieving their educational objectives and goals. These goals include, but are not limited to, obtaining job skills, occupational certificates or associate degrees, and transferring to 4-year institutions.

Disabled Students Programs and Services (DSPS)

DSPS ensures that students with disabilities have equal access and opportunity to enroll in the College's programs and services regardless of students' physical, psychological, or learning disabilities, or recovery from substance abuse. Services include disability management counseling; academic, career, and personal counseling; priority registration; campus orientation; mobility training; support services and equipment; and other accommodations provided as part of reasonable accommodation under the Americans with Disabilities Act (ADA) and California Community College Title V. On both campuses the program also has Centers that provide technical and computer support to ensure that students have access to materials. Currently both campuses provide services to more than 300 students, including expanded service through an affiliated Learning Skills Program under Instructional Services.

Childcare Services

The Childcare Development Teacher Training Center (CDTTC) provides childcare services. Currently, the College has one

child development teacher training center, located on the San Jacinto campus, serving up to 104 children, aged 18 months to 5 years, from 7:15 a.m. to 5:30 p.m., Monday through Friday. The director is a full-time member of the College instructional faculty, thereby coordinating the Early Childhood Studies instructional program with the childcare program. The center's program is designed to provide an exciting and enriching, indoor and outdoor learning environment for children, College students, staff, parents, and community members. The center provides a number of exemplary practices in childcare services.

Recognized as a model by a recent state evaluating team, CDTTC provides an outstanding laboratory model for students in the Early Childhood Studies (ECS) depart-



ment (and, in particular, offers ECS practicum students an exceptional setting in which to complete their student teaching experience). The CDTTC serves a socio-economically diverse group of parents. Because some parents may need full or partially subsidized childcare services, a number of low-income students may attend school and still have access to high quality childcare for their children.

The CDTTC offers flexible childcare scheduling to students and links students and their families to community resources. These resources may include, but are not limited to, referrals to specialists and/or to the public school system (for children with

Currently both campuses provide services to more than 300 students

Activities should be made available at both campuses

special needs), legal assistance, affordable health care alternatives, and other social services. The CDTTC also provides social and networking opportunities to students. Students (as parents) are encouraged to join the CDTTC Parent Advisory Council and to offer input into the program. In addition, there are parenting educational opportunities provided (through daily interactions and modeling by staff, newsletters, parent orientations, and open-house events).

Athletics

Mt. San Jacinto College “Eagles” has intercollegiate teams in men’s football, basketball, baseball, tennis; women’s basketball, tennis, volleyball; and a co-educational team in golf. The college is a member of the Foothill Conference California League of Community Colleges. Based upon a survey of local community colleges, MSJC offers a number of the programs that are available to other community college students; however, the programs are limited and primarily available only at the San Jacinto campus. Since sports plays an important part in the community college experience, activities should be made available at both campuses and more programs should be implemented. Currently the Menifee Valley campus does not offer any team sports programs and only limited individual activities (i.e. golf, tennis) utilizing community facilities. Joint ventures with entities such as the public sector or developers will assist the College in this needed growth.

Financial Aid

To help accommodate students and their families with limited financial resources and with expenses associated with higher education costs, the College provides a variety of

financial assistance through the Financial Aid Office. Services include the administration of various federal financial aid programs, such as Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Stafford loans, and the Bureau of Indian Affairs (BIA) tribal grants. State financial aid programs include the State of California aid programs, such as enrollment fee waivers through the Board of Governor’s Waiver (BOGW), Cal Grants, and locally administered scholarships and short-term book loan programs, awarded on a first-come first-served basis.

The Financial Aid Office provides a number of services. Currently 3,383 students have applied for financial aid. Faster pro-



cessing time now averaging from two to three weeks has occurred for the 3,383 students who have applied for financial aid. On-line input for financial aid applications is now provided, as well as an immediate calculation of eligibility for BOGW. School policies related to Federal policy have been refined and stabilized, and linkage between offices for information has been significantly improved with Datatel - an integrated information system. Check disbursements to students are now processed twice monthly to ensure funding in a timely manner. Financial Aid will provide web links to Free Application for Federal Student Aid (FAFSA) and other institutional financial aid documents for students who may wish to apply early in the process.

On-line input for financial aid applications is now provided

Associated Student Body Activities and Services

The Associated Student Body, with offices on both the San Jacinto and Menifee Valley campuses, is run by students who elect their president and vice president in the spring, and their senators for both campuses in the fall. Students serve a one year term. Currently ASB has an academic counselor as an advisor whose assignment consists of 17.5 hours for ASB and 17.5 hours for counseling. ASB supports all club activities, which include Phi Theta Kappa, MECHA (one chapter on the San Jacinto campus and one on the Menifee Valley campus), Native Nations, Campus Crusade for Christ (also active on both campuses), Speech Club, Black Student Union, Athletics and, until recently, the Care Club. Each club is given \$100 when started, which should remain in the club account for the start of the following year. Bonus funding, which is a method of subsidization, is available through ASB for any active club. A yearly allotment for conferences (the amount



varies depending on the yearly ASB revenues) is also available. Clubs receive bonus funding when club members hold events offering food or services to students with ASB stickers, entitling the students to participate in events for free or for a minimum cost. Besides clubs, ASB financially supports a variety of student-run

activities, which include a Hello Barbecue each semester on both campuses, Homecoming, a Halloween community event, a Christmas Angel Tree, a Scholarship Breakfast, an Honors Convocation, and food for graduation. ASB compensates Business Services \$5,000 per year for accounting services.

Health Services

Currently MSJC does not provide any health/wellness services to students at the College. The task force strongly recommends that a Student Health and Wellness Center at both the San Jacinto and Menifee Valley campuses should be established to provide basic medical service to include the following: first-aid treatment and basic medical assistance; referral services for more advanced treatment needs; preventative services, including immunizations, lab testing, physicals; provision of a place to lie down when ill; mental health services and programs; information distribution and discussion/counseling on health conditions; and medication distribution.

KEY ISSUES

Counseling/Advising

The Counseling/Advising department has identified several key issues. The department has been in a state of administrative transition for approximately eight years. During this time, the department has realized a need to develop a focused vision and goals. Having a focused vision and direction will enable the department to serve students better.

The department also needs to have successful student development programs,

A Student Health and Wellness Center at both the San Jacinto and Menifee Valley campuses should be established

hundreds of students
referring new students
to the program each
semester

well-trained faculty, and staff who receive on-going professional development in order to accomplish the goals of an effective counseling program. Since the student population at the College is growing rapidly with changing demographics, the department will need to include counseling in personal issues that interfere with the effective pursuit of students' academic goals such as learning dysfunctions, health and medical concerns. Likewise, developing a student-centered program that focuses on developing values, self-respect,



respect for others, and accepting personal responsibility for the choices students make in life is important. Finally, the department needs to ensure that it develops a means for reaching more students by using the web site, peer-advicing, and printed materials that are accurate and reliable for student educational planning. The Counseling/Advisement program is capped based on the number of counselors. Although more students are served, the limited counseling hours continues to restrict the number of students being served.

Extended Opportunity Programs and Services (EOPS)

EOPS has identified several key issues. The Summer Readiness Program, begun in the summer of 1999, encompassed the gen-

eral student body from high schools within the College district. While more than 150 applications were received, only 24 students participated in the weeklong program on the San Jacinto campus. As a part of the College's outreach program, EOPS is fortunate to have hundreds of students referring new students to the program each semester. During each semester, more applications are received than can be accepted. The staff would like to increase the enrollment of recent high school graduates. Previous outreach activities have been handled through a part-time classified position. Although the Peer Advisory program was discontinued in 1998 as a result of staff limitations, peer advisors have historically been considered key in retaining students; this program needs to be re-established quickly.

Disabled Student Programs and Services (DSPS)

Several issues confront DSPS. The need to improve student record-keeping is imperative. Updated records must reflect current Title V requirements and interpretations of the College, including the need to upgrade or revise student forms. Additional key issues include the need to plan, deliver, and upgrade services effectively; to empower students to use information effectively; and to be included in the campus community.

Childcare Services

Several key issues need to be addressed in the Child Development and Teaching Training Center (CDTTC). Because MSJC's current program is too small in scope, the size of the program needs to be addressed. The College is limited to providing care to 104 children on the San Jacinto campus. Although the Center provides a

wonderful support for families from various socio-economic backgrounds, the program is dependent upon state and federal money to operate the program. Further, as a result of the development of new facilities and the proposed diversification of funding, it is important to increase students' awareness of the new and expanded childcare opportunities available to them.

Providing continuity of care for children enrolled in the program is another issue. Continuity of care is achieved when children are able to attach to, and remain with, one or more primary caregivers over time. It is critical to maintaining an exemplary program model. The College's heavy reliance on part-time staff, however, makes continuity of care difficult, if not impossible to achieve. Currently the Childcare Services Center is only able to serve students who attend classes during the day, Monday through Friday. Evening students and the growing number of



weekend students (including those enrolled in our FasTrac courses) are unable to find childcare support through the College.

The use of the CDTTC needs to be expanded to other departments at the College other than Early Childhood Studies. Other disciplines have not used the CDTTC as an opportunity to conduct research or fieldwork on children. In addition, in-servicing opportunities for the Childcare Services Center staff must be

carefully allocated to temporary and part-time staff members, who comprise the majority of the staff. This approach limits each staff member's ability to meet his/her professional development goals, and, therefore, limits the growth of the center staff as a whole.

Athletics

The Athletics department has identified several key issues. Specialized counseling/advising needs to be made available to students participating in team sports programs due to the complicated nature of NCAA rules and eligibility requirements. These students need counseling that will provide individualized planning to offer the greatest benefit both academically and athletically, allowing for continued eligibility as they seek higher education. With the expansion of programs and the student population, the need for appropriate specialized counseling becomes more critical in assisting students in achieving the greatest benefit from their education.

Expanding team sports programs at the Menifee Valley campus, such as football, track and field, and soccer, needs to be addressed while still enhancing and improving the facilities at the San Jacinto campus. Since the building of additional sports facilities might be limited in the next five years with the growing needs of other facilities, it would be feasible to develop or relocate some outdoor programs to the Menifee Valley area. Because local high schools offer excellent sports programs, students should have an opportunity to continue their sports while pursuing higher educational goals on either College campus.

The College should conduct a feasibility study to determine if the Menifee Valley

Expanding team sports programs at the Menifee Valley campus

...develop an aquatic facility and program at the Menifee Valley campus

campus ought to have an aquatics facility and program. The program could offer collegiate competitive swim teams, water polo and diving programs, as well as swimming instructions and other recreational programs. Through cooperative



efforts these facilities can serve multiple populations, including public, elementary through high school, and higher educational needs for athletic programs. These facilities can readily provide alternatives for adaptive educational programs for students with disabilities. Joint ventures with local cities, school districts, and other funding sources could make such a project feasible.

Financial Aid

Several key issues need to be addressed in Financial Aid. There is a lack of time for uninterrupted training and staff development for all staff. Fiscal processes should be streamlined to provide less complicated management of funds. Limited office workspace and lack of privacy at the front counters for some financial aid situations is a problem, along with a need to improve storage space by imaging information into a system for viewing/retrieval from either campus.

There is a need for a cashier's or bursar's office that offers full, student-friendly customer service for the students' registration, financial aid, and other business needs.

Computer services support is needed in financial aid and for viewing and retrieving information on either campus.

Associated Student Body

Few students and faculty on the Menifee Valley campus participate in the Associated Student Body (ASB). With the pending relocation of the San Jacinto campus Bookstore to the current Print Shop location, the College needs to remodel the current cafeteria area to include a quiet lounge for students to study and rest between classes.

Alternative sources of income (i.e. a percentage from the bookstore or vending machines) need to be considered to provide more services to the students. One alternative source may be providing the ASB Book Scholarship fund, which was initiated during the spring 1999 semester. There was a need for students who did not qualify for financial aid but needed help getting books. Therefore, a scholarship fund was created. ASB set aside \$1,000 per campus to fund ten \$100 scholarships for students who meet the criteria set by the ASB board. With an increase in revenue, this amount could increase to assist more students.

Health Services

Health Services needs to address a number of issues. First-Aid treatment and basic medical assistance should be offered to students on both campuses. The College needs to provide preventative services to include immunizations, testing, physical exams, and medical screenings (blood pressure, cholesterol, cancer, etc.). Screenings and testing will require educational programs and referral services to fully serve the needs of the student.

Health education, information, counseling and programs should be designed to promote good health habits for a healthier lifestyle. Programs, seminars, support groups, counseling, and other techniques could assist students and College employees in making changes in their lifestyles or becoming more aware of conditions that could effect their success in school or at work. Mental health services should include individual and group sessions to resolve issues interfering with the students' success in meeting their educational goals. The College should arrange referral services to other treatment facilities or services for more complicated illnesses, injury or mental conditions. In addition, the College should become a resource for health services, of information, and of emergency services in the event of a natural or emergency disaster.

SUMMARY AND EVALUATION

Counseling/Advising

The Counseling/Advising department is a complex operation that provides a variety of student support services at the College. An assessment of the operation reveals that the department has been in a state of administrative transition for approximately eight years. During this time, the counseling program has not had a defined vision of its role in the operation or the goals that would set direction for the program. This inconsistency occurred as a result of changing administrative leadership. The resulting instability has produced a confusing environment in which to establish and implement departmental goals.

The need to establish a stable positive environment that includes consistent operational leadership would enhance working relationships and coordination within the

Counseling Department. This stability can provide a framework for team building, program planning, implementation, and evaluation, including policy, procedure, and personnel management.

The need for an effective professional development program is particularly important for Counseling. The current staff is comprised of capable, well-trained professionals who need to receive on-going professional development to accomplish the goals of an effective counseling program and to implement a successful student development program. It is important that the operation start applying a team



approach within the Counseling Department that may include activities such as developing positive working relationships, receiving training in Microsoft software and DataTel programs, exploring educational and career counseling software, improving on-line articulation information, and developing an understanding of the Internet.

Accurate and reliable printed materials as well as the use of the available newer technologies such as the Internet can serve as an important tool to provide students with information to assist with student educational planning. The materials that have been used reflect the fluctuations that have been part of the culture of the Counseling Department. The materials that support student planning have been inconsistent and at times contradictory. Errors in print-

The need for an effective professional development program

... a peer advising program within the Counseling Department

ed resource materials still exist. It is important to the success of the student development effort that a team be identified that will review all printed materials used for educational planning within the Counseling department. A Counseling Department web site would assist with the dissemination of general information. This web site could provide hyperlinks to other helpful sources for assisting students and could include job search skills, or resume writing.

An important component to the development of a student-centered program is offering courses that focus on the development of the person as well as assisting students with educational planning. The Counseling Department should assist stu-



dents with examining their value system, acknowledging the importance of respecting themselves and other individuals, and accepting personal responsibility for the choices made in life. This approach would help students to make appropriate decisions for themselves and to identify how to develop basic skills for life success. Included in students' educational plans would be the counselor's effort to assist students in becoming successful individuals in all aspects of their lives.

Counselors find that their professional role has become too limited in responsibility. The counselors' role has become one of telling students what classes to take in order to meet the requirements of certain programs. As a result, the use of counselors'

professional knowledge, skills, and abilities have been limited in developing a professional relationship with students being served at the College.

In an effort to respond to the changing student demand, consideration could be given to instituting a peer advising program within the Counseling Department to provide student advisement. This program will allow trained students to teach other students how to develop their own educational plans using appropriate forms and articulation agreements. The peer advisor's role will have clear boundaries separating the duties of advisement from the professional counselor's role. Using the peer advisor would allow the counselor the ability to focus on student development issues related to areas of personal, career, and crisis counseling. As a resource for students, a peer advising program could also assist in identifying for students where appropriate student and academic services are available on the San Jacinto and Menifee Valley campuses.

Extended Opportunity Programs and Services (EOPS)

The EOPS program serves an important student population that often comes from economic and cultural backgrounds that place them in a situation where they are the first members of their family to attend college. Because of the limited understanding and support from the families of the students, the EOPS students require additional support services to assist in their college success. While the EOPS students are often referred to as high-risk students, the reality is that they can be academically successful with the additional support they receive. In order to sustain and increase the number of students who participate in the

program, extra efforts need to be extended to attract and retain the students. One of the most successful outreach efforts has been a Summer Readiness Program. First presented in summer 1999, the readiness program encompassed the general student body from high schools within the college district. While over 150 applications were received, only 24 students participated in the weeklong program on the San Jacinto campus. The expansion of the Summer Readiness Program will assist with the increased opportunity for students to attend the College.

The EOPS Program is faced with the challenge of providing additional counseling services for the students. Currently professional EOPS counseling staff find themselves in the same quandary as the regular counseling staff. They are often answering routine questions that reduce available time for other essential issues. Consideration should be given to the re-establishment of the peer counseling program that was discontinued in 1998. The peer counselors



could be trained by both regular counseling and EOPS staff and provide a valuable resource for students.

The continued success of EOPS will be based upon its ability to contact and enroll eligible students. As the area population grows so does the number of eligible EOPS students. Identification and recruitment of eligible EOPS students needs to be included in a comprehensive outreach

program for the College. An outreach program will include the need for materials, equipment and staff support that reflect not only the college needs but also those of the EOPS program.

Disabled Students Programs and Services (DSPS)

The Disabled Students Programs and Services provides support and opportunities for students with identified disabilities to attend MSJC and to complete their educational goals. Because of the nature of its funding support, this program is required to develop and maintain extensive records of information concerning the status and progress of the students who participate in the program. All files will contain a minimum of the basic information related to disability assessment, intake, and determination of services. One of the major elements that the program must address is the upgrading or revamping of student forms to reflect current Title V and statute requirements. An effective way of revising students' records would be to computerize the student information. The use of computerized records would enable all instructional sites that have DSPS professionals (e.g., faculty and technicians) to access the same information and to enter new information as services are requested or delivered. The result of this effort would be to reduce the duplication of services to students and assure better confidentiality of the student information record.

The DSPS program faces a particular challenge in planning and delivering services. The impact of technology and the advances in the medical field results in the increased eligibility of students for the program. An effort needs to be made to focus the talents of the professional staff to over-

One of the most successful outreach efforts has been a Summer Readiness Program

The success of the disabled students includes their involvement

see provision of services to students. Because of the complex nature of the service, it is not reasonable to rely on paraprofessional staff to deliver the services. If the expanding DSPS program is going to meet the needs of the students, the recipients of the program must adopt a philosophy that emphasizes the student's acceptance of responsibility for accommodations that will move him/her towards lifelong disability management and independence. Procedural protocols will be developed in order to give students the responsibility of requesting accommodations for each semester they attend. The implementation of this philosophy should include an assurance that services are effective and timely, especially those related directly to instruction in the classroom.

The success of the disabled students includes their involvement and participation both on the campus and in the community. The students in the program should be encouraged to actively participate in the



campus environment and governance structures. Through an informational effort and the development and maintenance of program advisory committees, students should not only have role models but also the desire to participate beyond the classroom.

An important item to the DSPS program is having accessibility not only to facilities but also to programs and services. The DSPS assists the College in develop-

ing appropriate facilities for instruction. This effort could include developing policies and procedures for providing accommodations at off-campus locations and for developing all other forms of instructional processes recommended by the Chancellor's Office. The further integration of the DSPS program into the College's facilities or instructional planning will create the opportunity for DSPS staff to inform new faculty and other employees of the College about the appropriate requirements and support services available at the campuses. Through continued communication, the faculty and staff will become acquainted with accessibility issues and increase their familiarity and comfort in working with people with disabilities.

Childcare Services

The availability of quality affordable childcare is an important component that assists students with completion of an educational program. Currently childcare is available only at the San Jacinto campus where 104 children are served on a daily basis. Facility plans and drawings have been approved and funded that will result in the building of a childcare facility at the Menifee Valley campus and the expansion of the facility at the San Jacinto campus. However, even with the expanded opportunities for childcare at the campuses, additional opportunities for quality childcare are needed in order to adequately serve students. The centers need to consider expanding their hours of operation into the evening and in the course of the expanded operation offer improved staff training and development opportunities. The operational success of the current center is due in part to the effective

participation of trained parents. The expansion of the parent education programs is important to the continuance of the program's success.

The current childcare center provides a wonderful support for families from various socio-economic backgrounds. However, there is concern about continuing to heavily rely on state and federal money to operate the program. It is important to diversify the financial base of the College's program, increasing the percentage of fee-based families and relying less on government subsidies to operate the program. With the development of new facilities and the proposed diversification of the funding base, it will be important to increase student awareness of the new and expanded childcare opportunities available to them. Part of raising the awareness could include a variety of marketing efforts particularly at the Menifee Valley campus, which will have a new center.

Athletics

Athletics is an important component to the College because it serves both as an instructional area and as a student activity. The student athletes must sustain their academic efforts and maintain the competitive focus in their sport. Because of all of the specialized rules and regulations that apply to athletics, the student athletes are dependent on specialized counseling and advising services. Students need counseling and assistance in planning to benefit both academically and athletically, and to allow for continued eligibility as they seek higher education. The goal should be to encourage student athletes to achieve their athletic and educational/career goals.

Although the College offers a compre-

hensive athletic program that includes a balanced offering of courses in the intercollegiate program, the majority of the opportunities exist on the San Jacinto campus. Consideration needs to be given to the development of opportunities in the athletics area that should include facilities on the



Menifee Valley campus. Because the "classroom" of athletics is the field or court upon which the sport is played or taught, the continued upgrades and maintenance of those facilities are important for a successful program. The Physical Education / Athletics Program submitted a proposed plan to upgrade and improve both the facilities and program offerings for both campuses. The Board of Trustees will consider additional offerings and some progress has been made in response to the proposal. One element reviewed and considered by faculty in the Physical Education/Athletics Program is the partnering with Valley Wide Recreational District to develop new shared use facilities and would expand current sport offerings and potentially offer new opportunities such as an aquatics program.

Financial Aid

The Financial Aid operation at the college is a complex operation because it provides a student support service that must handle each student individually by utiliz-

The current childcare center provides a wonderful support for families

...partnering with Valley Wide Recreational District

... the size of the financial aid operation has not kept pace with the increase in students

ASB would like to consider the implementation of a student center fee

ing a complex labyrinth of federal and state regulations. The operation is also faced with a number of challenges as exemplified by the need for appropriate office space, equipment, and staff to provide students with a consistent student support program. As a result, it is essential that the staff participate in continual professional preparation for the regula-



tions and the data management system that is utilized to process student aid applications. The office operation must be concerned with reviewing the process that is used to assist students and adopt a flexible approach toward the design of a delivery system that meets student needs. Part of that system is the ability to effectively handle and manage large volumes of written material and the use of a digital imaging system to read and store the student information would assist in records management. As the number of students who are applying for assistance has grown, the size of the financial aid operation has not kept pace with the increase in students. The answer to improved service lies in the more effective use of current upgraded technology, adequate current training of staff and the determination of adequate staffing and facility needs. The demographics identified in other sections of this report recognize that the number of eligible students is going to continue to increase and that the operation needs to be prepared to respond.

Associated Student Body Activities and Services

The Associated Student Body (ASB) at the College has several challenges that need to be addressed to assist the students and to offer an improved level of service. One of the most significant of those challenges is the disparity of services between the two campuses. The Menifee Valley campus enrolls an equal number of students but does not offer an equal level of activity. It would be appropriate to establish an Associated Student Body office at the Menifee site and expand the services that are available to students. To encourage the development of a co-curricular activities program and to help create a more collegial environment, an academic schedule should be developed that will allow a one hour period (per week) where no classes are scheduled. This hour will be referred to as “college hour” and will provide for a time when co-curricular activities can be presented as well as a time for college committees to meet.

ASB would like to consider the implementation of a student center fee. To serve students better, it is necessary to have the resources and space to offer not only services but also an area that students can feel is theirs. In addition, students need to review the current organizational structure of the ASB. The Student Government President also serves as the Student Trustee for the MSJC Board of Trustees. Both activities require an extensive commitment, which has an impact on the effectiveness of the existing position. A possible separation of these responsibilities would offer expanded student leadership opportunities.

The second area that needs to be considered is Food Services. Because of the current construction of a new print shop facility, there will be an opportunity to improve and increase the size of the student center

facilities that is available to Food Services at the San Jacinto campus. In addition, the Menifee Valley campus must receive an improved level of food service offerings, which may occur only with a refurbished and expanded use of facilities.

The building of the new print shop also offers the student center operation the chance to review the direction and intent of the student center on the San Jacinto campus. The opportunity is available to refurbish and improve the existing facility to better serve the students.

Health Services

The College does not currently offer Health Services. Consideration of possibly offering this service needs to include several items that include adequate facilities, staffing, level of program offering and integration of the service with other student support services. A Health Services program could provide first-aid treatment and basic medical assistance, preventative services to include immunizations, testing, physical exams, and health education information designed to promote good health habits for a healthier lifestyle. Other components of the program could include mental health services to include individual and group and referral services to other treatment facilities or services for more complicated illness, injury, or mental conditions. The Health and Wellness Center will not provide comprehensive medical or mental-health services. It will be designed to meet immediate emergency needs and provide referrals for more extensive needs. Because this student service is not available, a significant review, assessment, and planning must take place. Consideration regarding the feasibility and purpose of the health service program should be included in the program planning.

A Health Services
program could provide
first-aid treatment

TASK FORCE 6 | District Services

TASK FORCE CHAIRPERSONS:

BECKY ELAM
TERI SISCO

TASK FORCE COMMITTEE MEMBERS:

JEANETTE BOYETTE (STUDENT)
KATHY DONNELL
MARK DUMAS
WILLIE HAMILTON
SHERRI HANCOCK
KATHI JAFFKE
GAIL JENSEN
NIZAM KAZI
CATHY RESEWEHR
BOB SANCHEZ
GALE WARD
JEANINE WOODFORD

ASSESSMENT

Statewide projections show the community college system will continue to experience enrollment growth as the CSU and UC systems reach capacity. Five-year projections suggest that MSJC will continue to experience growth at a greater rate than the statewide average. In fact, as the region continues its rapid growth, MSJC faces the challenge of greater demand with relatively fixed resources. Given this projected enrollment and funding profile, it is imperative that the District continues to pursue effective and efficient methods to ensure quality programs and services for students. One way in which the District may address this issue is to review the services provided by the District. The Master Planning Task Force VI identified seven district services area for review: district organization, auxiliary services, personnel/safety, staff diversity, affirmative action, staff development, records

management, budget/finance, and resource allocation.

KEY ISSUES

State Funding Profile

Mt. San Jacinto Community College District is located in one of the fastest growing regions in the state. Although current projections of population growth in Riverside County suggest that this trend will continue into the next decade, the Chancellor's Office of Community Colleges has identified the College as a low funded district. The College ranks in the lower 20% out of the 72 California community colleges in the system. As the regional adult population continues to grow at a pace faster than the statewide average, the cost per funded FTE decreases at a disproportionate level. The District has pursued a proactive approach in its efforts to promote system-wide changes to the funding formulas. Participation on Chancellor's Office funding task forces as well as presenta-



tions to the Board of Governors are examples of the District's attempts to impact change.

Local and Federal Funding Opportunities

Aside from the revenue generated from the state, the District receives local revenue that has been inconsistent over the

past decade. Other sources of possible revenue may include grants, capital campaigns, and contract education initiatives. Partnerships with local businesses and other entities, such as Morally College and Azusa Pacific University, have been limited. The District has received other local revenue through contracts with the Riverside County Office of Education for Child Development Center operations. This source of funding has shown consistent growth and has provided the Child Development Center with the opportunity to expand service from ten months to a year-round schedule. (Expansion of Child Development Center services has been partially funded by the CalWorks program, a state funded categorical program.)

Federal revenue available to the District has remained consistent over the last five years. Some sources include Title IV, CalWorks, TANF, and VATEA. The District anticipates increased revenue for federal Vocational and Applied Technology Education Act (VATEA) and federal financial aid assistance to students. Federal financial aid has assisted hundreds of students in achieving their educational goals.

Resource Allocation

The College's recent accreditation report and survey of the College community reveal the concern of faculty and staff to integrate the budgeting process with the District's allocation of resources based upon formal planning. The new budgeting process will address the concern of faculty and staff about how allocated resources will be used based upon the updated Educational Plan or the Master Plan. In fact, the budgeting process will use formal planning instruments to elicit information regarding decisions to allocate resources.

Despite the need to link the budgeting process to planning, currently, salaries and related fixed costs represent nearly 80% of the District's unrestricted general fund. Consequently, budgetary allocations rooted in educational planning must be based on the remaining 20%. Costs in non-salary accounts such as utilities, insurance, supplies, travel, and equipment are funded from



the remaining 20%.

In 1999, the charge of the budget committee was revised to emphasize planning. Issues identified for improvement included the linkage of resources to actions, communication of budget decisions, and education through timely communication to the entire college community. Additionally, systems must be developed to ensure continuous improvement in the budgeting process and training of budget committee members.

Financial Systems

The District currently utilizes the Riverside County Office of Education's (RCOE) financial system for financial data collection and reporting. District funds are retained with the Riverside County Treasurer. Warrants for both payroll and B-warrants are ordered through RCOE and are processed off-site. Turnaround time for warrants ordered is approximately 3 days from the date a warrant is approved. Auxiliary financial information is main-

Federal revenue available to the District has remained consistent

tained through the Datatel Colleague system. Funds for auxiliary accounts are maintained in local bank accounts and warrants are drawn on-site.

At the present time, the financial system with RCOE is not responsive to the needs of the financial decision-makers in the District. Financial users are not on-line with the system in real time. Instead, users must rely on paper ledgers, that may be more than a week old when received by the user. This process poses a challenge to financial decision-makers because financial data necessary for decision-making is not



readily or easily available.

The budgeting system with RCOE has other limitations. It does not provide for projections or “what if” scenarios. This limitation of the system impedes the District’s effectiveness for planning. The budgeting system is also a line-by-line manual entry for development of discretionary account budgets. This method limits effective decision-making as the process is slow and labor intensive.

Despite these budgetary limitations, RCOE is developing a web-based financial system, which will allow the District’s users access for inquiry through the Internet. Staff will have desktop access to financial information in real time. As a result, this on-line approach will enhance financial decision-making and streamline communication flow to system users. Target completion date for this system is 2001.

Personnel

Over the past two years, the District has made significant progress in hiring a number of tenure-track faculty and permanent classified staff, including recent Board approval for hiring both a College researcher and a grants writer. Persistent challenges in personnel occur in several areas. To serve the increasing enrollments, the use of a high percentage of non-permanent staff, both associate faculty (part-time faculty) and temporary classified, has continued. In some cases, the College has had to rely upon long-term temporary staff. Recently, however, the College has begun a review of areas in which long-term, temporary staff have been used to support the District during this period of enrollment expansion. In other cases, the College has not kept pace with providing administrative support services for increased hours of operation. Library and staffing hours and instructional and student services staff are limited for extended evening or weekend hours.

Physical Plant

The learning environment is an important aspect of the physical environment at the College. Several areas of the physical plant could be enhanced for students as they attend the College campuses. At both campuses, signage could be improved to include an electronic kiosk and visible directions to key locations such as Enrollment Services or Human Resources. During peak periods of operation at the Menifee Valley campus, the College could address the issue of inadequate parking, especially for faculty. Perhaps incentives for car-pooling and the use of transit systems or further study of strategic scheduling may be ways in

The District has made
significant progress
in hiring

which the College could alleviate the stress on parking.

Other areas of the physical plant should also be addressed. One is the Bookstore, which has limited square footage on both campuses. While the Bookstore on the San Jacinto campus will receive relief by moving to the old Print Shop building, the resolution for the Menifee campus is not readily apparent. Further, because of a lack of available space to expand programs and services, the Menifee Valley campus does not have a cafeteria nor the resources to build athletic facilities. The San Jacinto campus needs to upgrade athletic facilities for existing and new programs.

SUMMARY AND EVALUATION

Communication

The District has begun to develop into a mature multi-campus College. It provides student and instructional services on both campuses as well as administrative and fiscal services. Further, while the Office of Instruction has organized to address campus-specific issues, the College still needs to decentralize other functions to strengthen the multi-campus structure. Despite these evolving issues, administration, Academic Senate, and the Classified Senate have worked together in other ways to address issues of organization, such as the budgeting process and the departmental structure.

The District has addressed the need to organize its systems of communication in several ways. Its existing infrastructure is capable of allowing expanded communication and electronic access to relevant information to personnel, students and the community. The website, for example, is fully capable of allowing immediate and

current shared information. Although the technological infrastructure is in place, a consistent District-wide system has not been developed for sharing current information. Despite the District's having an existing infrastructure for electronic access, communication processes are decentralized with no one individual responsible for District-wide sharing of updated information. The College needs to develop a master calendar of all special events, meetings,



and College functions as a means of providing for good customer service and increased communication. Using this type of approach would enable the College to receive the most current information about special events and meetings being scheduled in the District and then display the time, date, and location of those scheduled events and meetings in a master calendar. In addition to special events, organizational changes, policies and practices, contracts, and other pertinent information should be accessible electronically.

According to the report of the accreditation team, the District is not meeting the communication needs of internal constituents. Although some District information is available on the computer network, the constituents of the College may not be educated on how to access the available information. To use the current technologies to the full capacity would allow the District to improve the weaknesses cited by the accreditation team.

The District has begun to develop into a mature multi-campus College

The College needs to develop a master calendar

The Site Safety project on the San Jacinto campus has improved the safety issues

The substantial increase in female faculty, the number of ethnic faculty needs more attention

Improved communication systems would foster trust and understanding among campus constituencies.

Campus Safety

Presently, the District has a minimal crime rate on both campuses. As student enrollments continue to increase, the District should recognize that issues surrounding a safe environment may become a higher priority for planning over the next five years. Therefore, planning to ensure a safe environment ought to begin now.

Whether during the day or evening, the classrooms on both campuses may be at a disadvantage in case of an emergency. The faculty are currently unable to contact emergency personnel directly from the classroom during an emergency situation. According to the safety emergency and disaster plan, if an emergency arises a faculty member selects a student to be a “runner” designated to find a security officer or emergency phone. A direct line of communication should be available within a reasonable distance of each classroom.

Since the college community is growing at a rapid pace, the District needs to address the physical safety issues at each campus. Those issues include lighting, landscaping, building placement, parking lots, public telephones, and increased security coverage. The recent completion of the Site Safety project on the San Jacinto campus has improved the safety issues of landscaping and lighting, but the needs of the Menifee Valley campus have not been addressed. Landscaping should be designed to prevent hiding places, especially on walkways to the parking lots.

Both campuses are experiencing increased enrollments during evenings and weekends. However, security, administration, and sup-

port services have not expanded to meet this increase during these times. Current college organization does not provide for evening or weekend staff on either site. Students and staff have voiced their concern over the lack of an administrative decision-maker during these times. Because switchboard coverage does not exist after 7:00 p.m., the students and staff may be at risk in the event of an emergency. Communication for night custodians at the Menifee Valley campus is not adequate. Although the San Jacinto campus custodian staff have radio access during the night shift, the Menifee Valley campus staff do not. By providing radio communication to the custodial staff, safety is expanded by



allowing for broader communication during off-schedule hours.

Diversity

The College has experienced a challenge in addressing issues of diversity through its recruiting practices. The process of recruiting full-time faculty has been slow in improving the ethnic diversity profile. While the process ought to be commended for the substantial increase in female faculty, the number of ethnic faculty needs more attention. At job fairs and advertising through minority publications, the College should continue to strive to increase diversity among faculty applicants. In fact, over the past five years the District has experi-

enced an increase in diversity of permanent staff and completes an Affirmative Action Plan every three years. This Plan serves as the basis for developing advertising and recruitment plans for hiring staff.

Despite these advances, the College does not have diversity training opportunities for all employees on campus. In the past, classes have been offered, but participation has not been encouraged. Currently the Dean of Human Resources is also the Affirmative Action Officer. This dual role may no longer be appropriate for a college of this size, an observation also noted by the recent accreditation team.

Another challenging issue of addressing diversity has been the process for recruiting and hiring temporary employees. The College may not always follow existing procedures for hiring associate faculty. Existing practices, in fact, should be reviewed and revised to assure quality hiring and to ensure minimum requirements are being met. The Human Resources department has considered “contracting out” the hiring



of temporary classified employees through a temporary agency.

Currently, the District employs 98 full-time faculty, 302 associate (part-time) faculty, 142 permanent classified staff, 90 temporary classified staff and 16 administrators. Collectively, these numbers represent approximately 650 District employees in four major divisions of the District: Superintendent/President, Instructional

Services, Student Services, and Business Services. As the District continues to grow, it is vital to the quality of programs and services that consistent training for existing staff and orientation for new staff is provided.

The District is committed to professional development of its human resources. Programs are in place for training, but in some instances these opportunities are not fully utilized. The District has begun training in the areas of computer technolo-



gy and safety/blood borne pathogens, but the area of orientation/mentoring has been decentralized and inconsistent. In some instances, the orientation is in-depth and thorough; in others, a new employee may be left on her own to seek out information. This inconsistency in orienting new staff weakens the quality of service to students and the community. However, recently, the College has made improvements. New full-time faculty now participate in orientation before the Fall semester begins, a process that has proven effective based on favorable comments from new faculty, and that could possibly include developing a mentoring component for full-time faculty.

As the College has addressed diversity issues and orientation meetings with full-time employees, it has also addressed similar issues with associate faculty. Orientation meetings are scheduled at the beginning of each semester and feedback has been positive from those associate faculty members who

The District is committed to professional development of its human resources

A new records management system should be developed

Provides students with
an opportunity for
leadership training

have participated in the meetings. Some departments provide informal mentoring of associate faculty, while other departments may not. In addition, departments should encourage more associate faculty to attend and present at flex activities. The College should share with associate faculty, as regularly as possible, information about the availability of conference attendance funds.

Finally, the Office of Human Resources can address other issues to improve on diversity training and orientations. The Office of Human Resources should develop



consistent and uniform orientation/mentoring procedures as well as formal orientations in District policies, procedures, organizational structure, technology and communication systems. Consistent orientations and procedures may create a better first impression of new employees and enhance the quality of service rendered by new employees.

Records Management

Currently, the policies and procedures in place for records management at the District are over twenty years old. The paper based systems result in the need for a great amount of physical storage space, which continues to expand with the District. At the present, a number of historic records are placed in archive storage in accordance with mandates and laws govern-

ing physical storage. The current storage facility, which is not adequate, is an old truck trailer with insufficient lighting and virtually no climate control. The conditions of record retrieval are at times unsafe and ineffective. The records management system has not been reviewed nor maintained.

In an effort to maintain compliance with local and federal mandates, a new records management system should be developed and implemented. New technology should be part of the study, along with fixed responsibility of the records management assignment.

Auxiliary Services

Bookstore

The bookstore at each campus faces some significant issues. One is the limited physical space, which is limited. Another is that the bookstore auxiliary needs to evaluate the changes that have occurred in electronic retailing of textbooks to assess the competitive impact on the College's bookstore operations. Still another is the need to address concerns of the student body about the bookstore's current mode of operation. Finally, the long-term viability of the bookstore is at risk with the increasing onset of volume distributors and electronic sales. To maintain viability, the bookstore needs to implement procedures to ensure competitive pricing and students' satisfaction with services.

Foundation

The Foundation Board of Directors should complete a 5-year plan establishing long- and short-range goals of the Foundation and its fund-raising goals. While Foundation-sponsored scholarships have continued to increase yearly, College program funding has been sporadic. In an effort to enhance college programs, the

Foundation should identify ways to use resources in assisting the College to promote good community, alumni, student, and employee relations.

Cafeteria

Despite the improved management and operation of fiscal resources, the cafeteria continues to encounter at least two challenges. One challenge is the major concern voiced by students and staff that full cafeteria services are needed at both campuses. The other challenge is that physical space dedicated to cafeteria operations at the Menifee Valley Campus must remain a top priority.

Associated Student Body

The Associated Student Body, which provides students with an opportunity for leadership training and development of organizational skills, faces some challenges. Few students, especially students on the Menifee campus, participate in planning students activities, sponsored by the Associated Student Body. To address this lack of participation, short- and long-range plans should be developed with the focus of increasing participation. In addition,



research is needed to identify ways of increasing student participation at both campuses, for Associated Student Body activities are an essential component to creating a well-rounded education for community college students – an education to which the College is committed.

Quality of Campus

The Board of Trustees at the August 20, 1998 meeting adopted a resolution regarding growth guidelines with the intent of guaranteeing that growth would not compromise the educational goals of the institution. In this resolution, emphasis is placed on maintaining the integrity of quality instruction. With these guidelines in place, the District is poised to be responsive to the needs of the students by allowing growth within policy restrictions. Reserves and contingency funds have been stabilized and the efforts to maximize base funding levels continue. The District is currently in a fiscally sound position with reserves and contingency levels in excess of 5%, which is more conservative than the state recommended reserve level.

TASK FORCE 7 | Technology

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ASSESSMENT

In an effort to support Mt. San Jacinto College's mission, the Technology Task Force formulated and endorsed the following Technology component of the Master Plan. The Task Force noted that infusing technology enhances many students' ability to learn and improve the effectiveness and efficiency of College operations. The College must prepare students to succeed in the work place where computers and emerging technologies are used.

KEY ISSUES

The Task Force observed that several key issues need to be addressed. The College

needs to expand the technological infrastructure and to maintain state-of-the-art hardware and software for instruction and student support. The College also needs to improve technological services and to provide adequate training across the institution. Besides addressing these issues, the College should address other issues that



include expanding delivery modes of instruction through the use of technology to ensure that the College has cutting-edge technology programs, preparing sufficient faculty for effective on-line instruction, and developing a comprehensive technology plan for Instruction. Other areas that should be addressed are maintaining state-of-the-art Learning Centers to support a large group of students, improving library services and holdings with respect to new media formats, focusing on research to perform long term analyses to allow the institution to better plan, tracking the socioeconomic and educational backgrounds of students, and developing a truly effective web site that supports all facets of the institution.

SUMMARY AND EVALUATION

The Information Services (IS) Department currently supports the local area network (LAN) and wide area network (WAN) infrastructure that connects the campuses by multi-T-1 lines, the buildings by fiber

optics, and the rooms by cabling. The College currently has sufficient bandwidth and connectivity. The goal to support Administrative data needs is being met.

While the College is a medium sized institution, faculty and staff need and deserve the same access to data that is enjoyed by larger institutions with larger IS staff that can create custom software at a faster rate. The College has made substantial financial commitments to technology,



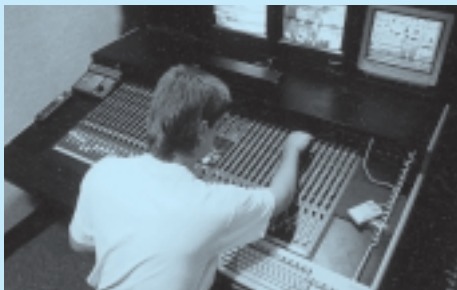
and it is imperative to maintain equipment in the face of ever-changing technologies, increasing data speeds, and increasing system requirements. The District has recently implemented Datatel Colleague, a higher-education student, financial, human resources, and foundation software package that will carry the College into the future. The College has realized great benefit from partnering with 20 other California Community College Districts that have also implemented this package.

The College has a three-year lease agreement for the purchase of computers to be used in instructional laboratories. The benefits of the lease program include maintaining a standard environment, simplifying daily support, automating software distribution, and stabilizing costs at a fixed level. The lease program does not include desktop technology for administration, faculty, and staff.

With demand for better customer service and faster communications, the

District uses technology to gain efficiency. Computerization has increased efficiency that reduces paperwork and moves the College toward an environmentally sound paperless workplace. The Student Services Division uses this technology to retrieve information more efficiently and quickly than other divisions of the College that use traditional methods of filing and storing papers. Implementing this technology in other District offices would bring about similar or even greater benefits. All District employees should be able to access District information from either a campus site or off-campus location.

Currently, the College supports video conferencing and telecourse delivery modes. These courses have reached a number of non-traditional students who would not have had access to the regularly scheduled offerings during the day or evening. Retention rates and completion rates for distance education courses have been found to be slightly higher than a



traditional face-to-face class. Rates of completion of the video conferencing classes were significantly higher than the counterpart face-to-face component. The overall goal for this type of delivery is for students to obtain their degree or transfer programs by enrolling in a variety of distance education course offerings. Using this delivery mode would increase access to all students regardless of geographical bar-

The college supports video conferencing and telecourse delivery modes

riers. While the College currently offers 11 telecourses of varying disciplines, the College's goal is to increase this number to accommodate students intending to receive a degree or transfer to a four-year institution.

Few teleconferencing courses are offered, in part, because of the need to train faculty and staff in its use and partly because of the inefficient facilities used to deliver instruction. The College dedicated two classrooms to this modality for classroom instruction and meetings, but current configurations are not adequate for future use. The Menifee Valley campus and the San Jacinto campus are currently linked via integrated services digital network



The need to “stream video” into classes using this technology is paramount

(ISDN). In the future, all of the remote centers of the District should be linked to a central site.

The institution researched and purchased four PictureTel Concorde 4000 series, large group, interactive, compressed video systems to support classroom instruction between the Menifee Valley and San Jacinto campuses, and any other community college district, university or entity-world-wide, that also has compressed video technology. These units have been built into classrooms with supportive infrastructure. The video connectivity runs over existing data communications infrastructure within the District, throughout the state of California (via

4Cnet), and beyond (via ISDN).

The need to “stream video” into classes using this technology is paramount to keeping up with the changing configurations of the equipment as well as the typical student. “Streaming video” would allow



for multiple use of the information via the ISDN as well as the Internet, on-line classes or classes with an on-line component.

Media smart classrooms must become the standard at Mt. San Jacinto College. With emerging technologies and the multitude of information now accessible to both students and teachers, delivery of instruction must encompass a wider variety and explore alternative methods besides traditional lecture. Each classroom should be equipped so that no portable equipment is necessary to be brought into a classroom. The College has two media smart installations at MVC and three at SJC. The District plan should be to provide equipment for more classrooms at each site.

The District currently has a plan for training faculty to teach on-line in which a selected number, five per year, are able to attend on-line classes with the University of California, Los Angeles (UCLA) in its on-line certification program. Faculty who complete this program should offer an on-line course in their discipline within one year following completion and become mentors for future faculty who endeavor to teach on-line. Within a short period, the

majority of the faculty will be qualified by certificate to teach on-line and the need for UCLA's services will be minimal. An On-line Academy will develop as an outgrowth of the faculty currently teaching on-line courses or having completed the UCLA program.

Distance education is one of the most important topics in higher education



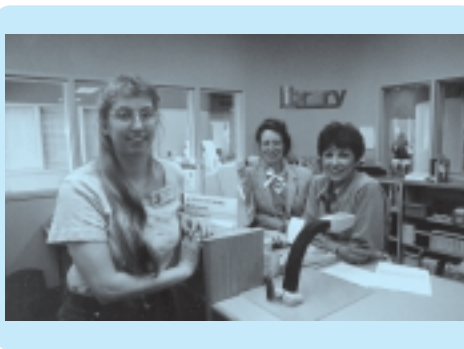
today. California community colleges are trying to be proactive in increasing enrollments to increase their funding levels. There are now colleges for distance education such as the Western Governors' University and the California Virtual University. Many alliances are being developed as well as consortia throughout the United States. The idea is to develop quality programs with trained faculty and staff to draw from student pools not only within the District but also to extend beyond the service area.

Gaps in the research include: 1) research tends to emphasize student outcomes for individual courses rather than for total academic programs; 2) research does not take into account differences among students; 3) research does not adequately explain why the course dropout rates of distance learners are lower; 4) research does not take into consideration how the different learning styles of students relate to the use of particular technologies; 5) research focuses mostly on the impact of individual technologies

rather than on the interaction of multiple technologies; 6) research does not include a theoretical or conceptual framework; and 7) research does not adequately address the effectiveness of digital libraries.

The Learning Center, which incorporates tutoring and assessment, is expected to serve an increasing number of students over the next five years. Some challenges include working in limited space with obsolete furniture and equipment and inadequate sound insulation on both campus locations. The computer laboratory within the Learning Center should be in parity with other computer laboratory facilities on campus, including the ability to network with the rest of the campus computers. In addition, a need exists to provide audiovisual equipment for academic support, such as videocassette recorders (VCRs) or digital video disk (DVD) players, etc. An increasing number of disabled students, who often need additional assistance in the Learning Center, may need to be provided with additional adaptive software and accommodating workstations.

In the Learning Center, a need exists to assist with troubleshooting computer equipment and providing technical or user assistance on both campuses. Presently, tempo-



rary personnel are providing limited services in these areas. Besides the need to review and accurately reflect the current levels of responsibility in the Learning Center, a

The Menifee Valley campus library has no room to expand, and additional space is urgently needed

The College has recognized the importance of the web site

commitment should be made to provide ongoing funds for upgrading and maintaining equipment as well as to provide for adequate permanent staff support.

The library is presently replacing an outdated automated system to store records of its holdings. It has access to two major on-line periodical indexes, which offer full-text to many of the titles. A number of CD-ROM full-text indexes exist for several newspapers, as well as paid on-line subscriptions to several on-line databases, which are accessible via the Internet, e.g. American History and Life, Britannica Online, etc. Because an escalating trend is to replace hard copy formats with electronic formats, the library should remain current with the growing number of products, which are becoming available, many of which will require an annual commitment to maintain.

The number of personnel in the library is inadequate. Only two full-time professional librarians, in addition to four full-time support staff, serve an increasing student population. Moreover, it is important for staff to be continually trained in the use of new information formats (including



use of the new library information system) and for resources to be allocated for training so that staff will be able to serve effectively the students.

New technology and facilities, (e.g., library instruction laboratories) besides a

growing hard copy book collection, will require additional space over the next five years. The Menifee Valley campus library has no room to expand, and additional space is urgently needed. In the past, ongoing funding has been inadequate to maintain and expand the collections. However, the library has developed plans most recently to expend \$100,000 to purchase new collections and to upgrade its software holdings.

The institution recently hired a full-time researcher. Among the responsibilities of the researcher, one is to validate available data related to marketing, student services or instructional purposes. Although the College has met mandated reporting



requirements, now the College needs to ensure the accuracy of the data.

Mt. San Jacinto College's on-line presence is intended to serve a vast constituency and a number of purposes. The most important purpose is to provide both current and prospective students with an effective and accurate presentation of college information and to facilitate communication on the College campus. Another aspect is to generate participation within the community and to be a resource for on-line instruction.

The College has recognized the importance of the web site and has provided increasing support for personnel to design, develop, and maintain the site. Currently, the administration of the web site is under

the direction of the Information Services department, and a Standards committee and content personnel have been identified. A full-time temporary position has been recently staffed. A Multimedia faculty member proposed a partnership between a group of students and the web committee, and a proposed Website development was implemented at the end of the fall 1999 semester. Work must continue to ensure that the Website becomes and remains an effective and useful tool for student education.

TASK FORCE 8 | District Outreach

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ASSESSMENT

The District Outreach task force explored outreach issues that included growth, programs, and economic development. The task force found that just about everything the College does has an outreach component. If a new career education program is created or a new athletic team has been created or there is an exhibit at the art gallery, the College must communicate this information both inside and outside of the College. The task force found that no consistent way is used to inform the College or the community about the programs, services, or activities at the College. Changes need to occur at MSJC if it is to continue providing valuable, current, appropriate, and efficient services to the District's communities.

KEY ISSUES

The task force focused on the following four key issues: growth and transportation issues, internal communications, new program development, and outreach expansion and development.

SUMMARY AND EVALUATION

Research consisted of conversations with individuals responsible for certain areas of the College, Internet research, self-knowledge, study of the College's own Institutional Self-Study for the Reaffirmation of Accreditation 1999, and past master planning experiences shared by members of the task force. The task force benefited from hearing other people's points of view regarding the College's effectiveness in both internal and external communications.

Growth and Transportation

The healthy national and state economy and the District's location have resulted in major increases in population growth. While growth has occurred in most of the District's communities, growth has been particularly robust in the I-215/I-15 corridor and the communities of Lake Elsinore, Murrieta and Temecula. This unparalleled growth has not only impacted housing,



transportation, and health services but has also impacted educational institutions.

Public school districts are charting the rapid growth and planning on new schools being constructed. For example, Lake Elsinore and Temecula have examined the need for an additional school being constructed each year for the next 20 years. Likewise, the College needs to plan on the

expansion of its facilities to handle this projected growth pattern. While a facilities-needs plan was completed in 1995, a new survey and plan need to be written utilizing the most recent demographic data available. As a result of the population growth in the District, the facilities plan should be updated to identify the need for new buildings, leased sites, and partnerships with other entities.

In response to the growth in the Southwest County area of Temecula and Murrieta, a new center is being proposed to help respond to the College's short-term needs for classroom space. If this area continues to grow as projections indicate, the need exists to consider a third campus located in the I-15 corridor area. A typical building site for a community college campus requires a minimum of 125 acres. Because of the rapid building of subdivi-



sions, the available number of acres is decreasing. A survey of future educational needs throughout the District would indicate the direction the College should pursue. A College Center, a third campus, or possibly a shared facility with another institution of higher education, such as California State University, San Marcos, are all, or in part, possible solutions to the area's dramatic growth changes.

While new District growth involves the increased needs for automobile parking, several communities within the District have expressed a desire to assist students who

cannot afford some means of transportation. In the Banning/Beaumont area, with 25% of its population living below the poverty level, the need for bus service or alternative transportation is greatest. Pockets of potential students live in the District but are unable to access college



classes because these students do not have transportation. The College, in conjunction with public transportation agencies and involved communities, should develop a system that increases the availability of higher education and removes the transportation barrier.

The College must continue to expand its academic programs and to use a variety of delivery modes of instruction such as FasTrac and Internet courses as a means of providing educational opportunities for a growing student enrollment. The College must efficiently use its facilities, expand the role of feeder high schools to provide college classes, and expand services in the San Geronio Pass and the Southwest Corridor. The institution must learn to be creative in bringing classes and services to our varied communities.

Internal Communications

A perception exists that MSJC has often not had a consistent, reliable mechanism to communicate to its employees. One attempt was made by publishing newsletters, initiated

There are two mechanisms that can be utilized to address the issue of internal communication

The rapid rate of technological advances requires a careful and systematic approach

and maintained by a single employee. Another was a student-run newspaper called “The Squawk,” sponsored by the journalism degree program that no longer exists.

Currently the only mode of communication between employees and departments is e-mail, sporadic college-wide staff meetings, and word-of-mouth, except regularly scheduled faculty meetings that occur throughout the academic year. The distinct problem with these forms of communication is the fact that every employee



will not get the same information. Not everyone has an e-mail address; no department has all the e-mail addresses of the whole college community; and staff members cannot always attend general staff meetings. Thus, employees do not always receive the same message.

It is critical for decisions and policy changes to be communicated to the entire College community to continue being successful. This internal communication process can be referred to as internal marketing, which is necessary to ensure the accuracy of information being provided to the communities. An effective internal marketing program contributes to having a well-informed staff that will provide accurate information in response to frequently asked questions.

There are two mechanisms that can be utilized to address the issue of internal communication. The first is the newsletter. If published properly, a newsletter can keep

employees informed of changes within the College. It can also be used as a resource to keep the community aware of changes at the College. The second mechanism is an in-house web site called the Intranet, which can be used to keep all employees informed of current policy and any changes that occur. These mechanisms are work-intensive solutions that may take the creation of a new position.

The complexity and rapid growth of the College requires that everyone within the organization knows what activities, services, and academic programs are occurring. The often quoted “the right hand knows (or does not know) what the left hand is doing” applies in large and complex organizations. MSJC needs to address this problem, a problem that was highlighted by the recent Accreditation Report. The College, with two campuses and a newly developing center in Temecula, can no longer depend upon word of mouth distribution of information.

New Program Development

The College currently has in place a program review process that examines each program in a three-year cycle. In this process the College should carefully examine the employment prospects for students in on-going programs to assure students have the needed job skills. The College should have some process in place to identify and select new programs, either certificate programs or full two-year programs. The development of new programs should consider budget, availability of space, faculty retraining provisions, and calendar.

The rapid rate of technological advances requires a careful and systematic approach to the development of new programs at the College. A model might include three phases: Phase I would identify potential

new program(s) via extensive Labor Market Surveys, Business Advisory Committee recommendations, and thorough research; Phase II would present a formal proposal to develop new programs that include budget, facilities, and faculty considerations; Phase III would develop a budget to implement new programs.

Outreach Expansion and Development

Outreach to students enrolled in service area schools is a traditional and very cost effective method of recruitment by colleges. Students coming from high school tend to be traditional in the sense that they begin as freshmen while they are 17 or 18 years old; they work part time; they continue to live at home; they tend to carry twelve or more units (attend full time); and they usually



attend classes during the day. These potential college students are also conveniently available to outreach. They are currently enrolled at local high schools in significant numbers and thus available to group activities and recruitment provided by the College. Each visit to a local high school can engage a fairly large number of potential enrollees, which makes a quality visit an excellent investment.

An outreach program to students in the District's service area schools has four components: (1) having direct contact activities with juniors and seniors; (2) meeting with

high school staff to facilitate contact with students; (3) building a pool of potential enrollees among younger students interested in college; (4) researching the effectiveness of the outreach program and the success of students who are recruited.

Employing these components, the College should send well-informed, objective, friendly, adaptable, and motivated representatives as emissaries to local high schools. Because the College is committed to providing college awareness programs and activities for students from the fifth through the eleventh grade, research is necessary to ensure the effectiveness of this outreach effort. Further, these critical components must be addressed, since MSJC has the lowest college participation rate among the existing community college districts in California.

Because most of the top 20% of students in the high school districts will go on to a college or university, MSJC must develop programs that will stimulate the other 80% to continue their education beyond high school. It is a well-documented fact that, with advances in technology, students will not necessarily have to attain a four-year degree to be able to obtain gainful employment. However, they will have to attend a formal training program beyond high school in order to obtain the necessary skills to be employable. As a concerned partner in the community's well being and future prosperity, the District's responsibility is to make students aware of the need to continue their education and to encourage all students to pursue a higher education.

Each visit to a local high school can engage a fairly large number of potential enrollees

TASK FORCE 9 | Quality Of Life

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ASSESSMENT

The faculty and staff are comprised of employees working together to benefit students and communities served by the College. Because the College's students, faculty, classified staff, administrators, and Board of Trustees are the institution's most valued resource, a working climate in which employees achieve personal and professional satisfaction is important. Therefore, the College should foster a working climate that encourages good working relationships and provides for a comfortable physical and professional environment for studying, teaching, working, and experiencing personal and professional growth.

The quality of life philosophy supports the concept that an organization fostering a culture in which employees feel supported and included in decision-making by the employer will be happier at work and perform at higher levels. As a result, employees will be better able to meet the needs of students, enabling them to achieve their educational goals. For an issue to be considered as a quality of life issue, it had to meet the following four criteria: (1) be applicable to a significant number of employees, college-

wide; (2) have direct or indirect effect on the student population; (3) be dynamic, able to accommodate the constantly changing nature of the target audience; and (4) be flexible in considering that some issues that might add to or detract from quality of life are simply beyond one's control.

KEY ISSUES

The task force, in combination with student members, was able to provide a definition for the phrase "Quality of Life." From specific anecdotes, opinions and experiences, the task force distilled into four fundamental areas issues that individuals might feel greatly affected their quality of life at MSJC. The four areas are communication, health, trust and respect, and nurturing (student/staff development).

Methodology

The task force used a survey questionnaire to elicit responses from the College community about key issues. The items of the survey were developed to reflect aspects of the four areas of Quality of Life being explored: communication, health, trust and respect, and nurturing (student/staff development). In spite of attempts to limit the survey, the resulting instrument had 45 questions. The student sample was selected from a cross section of classes, and the employee sample included employees. A total of 600 surveys were distributed. The return was 425, which represents 71% of the sample.

Students comprised 66% of the respondents, and employees made up the other 34%. For this reason, cross-tabulations by role were performed to determine the differences in opinion among students, faculty, classified staff, and administrators. In some

issues, the responses from administrators differ significantly from other employees. This variation indicates that perceptions between administrators and other employees are different and suggest the need to determine the reasons for which administrators and other employees differ in their perceptions about the College. Likewise, the different responses between administrators and other employees also indicate the need to identify ways to improve perceptions between the two groups.

Once the results were gathered, they were entered in a survey program and the data were generated in three formats: overall response results, cross tabulations by campus, and cross tabulations by college role. The task force examined the results for trends in the four areas of investigation and grouped the trends to determine areas important enough to pursue as recommended goals for the Master Plan. Because a significant amount of information was gathered from the survey, the task force will continue to analyze the results and distribute the data to the campuses. Many activities or changes suggested by the survey can be implemented easily, and effectively; they do not need to compete for space in the major planning document.

SUMMARY AND EVALUATION

Communication

Communication was identified as a major category that affects the overall quality of life for employees and students at MSJC. Employees who demonstrated good interpersonal communication skills and the College's having effective methods of communicating news and ideas were valued as being essential components of a good quality of life. Having interpersonal communi-

cation skills meant integrating well with colleagues at all sites and levels. These skills were not limited to merely written or verbal communication but included the way individuals shared information and socially interacted with one another.

Also included in communication are the logistics or methods of communication. Issues that are central to this segment are the effectiveness and availability of methods of information distributed throughout the College. It was important initially to try to identify the numerous existing methods, including e-mail, flyers, newsletters, word of mouth, bulletins, publications, meetings,



“Mt. San Jacinto College supports my health and well being”

etc. This detailing of communication methods provided a component for the survey to evaluate the perceived effectiveness of different methods of communicating within the College.

Based on the results of the survey, neither condemnation of communication practices nor overwhelming support for communication practices is an issue. In general, the College appears to do a moderate job with communicating issues and disseminating information within the campuses and between campuses, but the desire to improve access to information and input on issues is apparent. In general, administrators expressed better feelings about communication, with 80% believing communication is good.

One of the important elements of effective communication is the ability to under-

stand the organized communication paths. When respondents were asked if they wanted the topic of communication skills included in staff development activities, the reaction was mixed. While the need to improve communication is desired, staff development activities appear not to be the mode of achieving this goal. The survey identified that only 38% of students said they know where to submit information to be communicated throughout the College. Forty-three percent of faculty said they know where to submit information. Classified staff felt better, with 69% responding that they know, and 82% of administrators know where to submit information.

Individuals at both campuses generally agree that equal access to information does not exist on both campuses and at off-campus sites. Most respondents agree that a regular news source ought to be available to provide reliable and current information about issues and other information related



to the College and the campuses. In addition, there is agreement that a College master calendar, if properly managed, would be a great asset to the College. Specific mechanisms for improving communication need to be identified.

Health

The task force identified health as a cate-

gory that affects the overall intellectual and physical environment. This category included issues as varied as pest control, art, ergonomics, wellness and support programs and campus beautification. In responding to the question of whether “Mt. San Jacinto College supports my health and well being,” the consensus was that MSJC is currently doing a good job. Most respondents indicate they either agree or are neutral on the issue (75%). However, the follow up question of “MSJC should support my health and well being” garnered a much stronger opinion that MSJC should support the health and well being of the College community. The strongly agree and agree combined for 76% of the responses. The off-campus sites were more neutral on this position, quite possibly because one defined expectation of the College exists at a remote site—classroom instruction.

Physical Environment

The perception is that MSJC has improved the physical environment. All campus constituencies responded to the following three areas regarding the physical environment: facilities, campus aesthetics, and academic programs considered important for the college/campus environment. The individual campus response differed in ranking, different constituent groups consistent in requesting a wellness/fitness center (MVC #1 selection), sufficient outdoor seating (SJC #1 selection), individual study areas, a student lounge, and sufficient landscaping. Furthermore, respondents strongly agreed or agreed that the display of artwork, both in/on the buildings and out-of-doors, was important.

Social Environment

In an effort to determine the importance of a social environment, respondents were asked if “there is a sense of community at MSJC.” The response generally was in the

agreed/neutral categories. However, when the respondents were asked if they “cared whether or not there is a sense of community at MSJC,” the overwhelming response was “yes!” One hundred percent of the administrators surveyed responded they strongly agree/agree. Suggested methods for improving a sense of community were to make available to students and staff opportunities to maximize the use of the College facilities. Faculty and administrators believed strongly that special activities, community bulletin boards/kiosks, and gathering areas (student lounge/study rooms/outdoor seating areas) should be available to the student body and would provide a more balanced collegiate experience, as well as develop a more cohesive college community.

Trust and Respect

The task force identified trust and respect as an important category. Although difficult to quantify, the issue of trust and respect were perceived to be evaluated as the degree to which an individual trusted and respected others at the College and the degree to which an individual felt trusted and respected by others.

People perceived that the College trusted them to do what they were supposed to do. The responses indicated that 76% of students say, “yes”; 78% of faculty say, “yes”; 91% of classified staff say, “yes”; and 82% of administrators say, “yes.” This response rate indicated that in general both employees and students feel trusted. When the respondents were asked if individuals trusted others to do what they are supposed to do, the level of trust was slightly lower. However, “Agree” and “Strongly Agree” were still dominant among the responses as follows: 68% of students, 59% of faculty, 57% of

classified staff and 73% of administrators’ answers agree or strongly agree.

The results of the survey indicate that most but not all College community members feel more trusted than they actually trust others. On the other hand, while trust



is regularly identified as a problem by individuals in anecdotal discussions, the survey indicates that levels of trust are much higher than one would acknowledge to others. A review of the survey and general discussions of the task force members and with others at the College indicates that trust is the result, not the goal, of any College activity. As the College continues to develop better communication processes and greater empowerment of all College community members in the processes of discussing and in some cases deciding about important issues, trust will follow. Nevertheless, the entire College community needs to be aware of trust as an issue.

Nurturing (Student/Staff Development)

The task force identified nurturing (student/staff development) as a major category. Without presenting a tabulation and analysis of the data, the task force noted that the College community was concerned about emphasizing the need for employee recognition and retention as the College plans for employee inservice, schedules flex dates, and receives orientation and training.

TASK FORCE 10 | Student Access

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ASSESSMENT

A fundamental tenet of American history and public education is the need to recognize and value an educated citizenry. To help fulfill this need the community colleges in California are statutorily required to accept all applicants who can benefit from an education. High growth colleges, such as MSJC, will need to grow much faster than the state average to adequately serve the growing population of the region. While continuing to serve the students who are currently enrolled, the College must refocus its activities on the students who are not yet enrolled.

An important aspect of student access is to ensure that students are appropriately assessed and oriented to the College and that students are able to easily enter the College and enroll in appropriate courses. This task is handled by the Student Services Division. Student Services opens at 7:30 a.m. and closes at 7:00 p.m. Monday through Thursdays, and closes at 4:30 p.m. on Fridays; hours of student services vary at off-campus sites depending on the location of the facilities. Because the College offers courses at a number of locations, both on the two campuses and at a number of off-campus sites, student services

determines the extent to which students have access to classes offered during day and evening hours.

The MSJC Foundation was established about 15 years ago to promote, support and expand the programs and activities of the College. It is both an auxiliary organization recognized by the Chancellor's Office and a 403(b) charitable organization recognized by the Federal and state governments. This latter distinction means that most contributions to the Foundation are tax deductible.

The Foundation's current focus is to provide scholarships to students and to develop and manage a variety of endowments. Assistance in estate planning is also available to donors and potential donors.



Significant general fund-raising activities are minimal or non-existent. Financially, the Foundation is not currently self-supporting. The College provides office space and staff for the business of the Foundation, a provision that is a concern because the general guidelines published by the Chancellor's Office require self-supporting foundations. There needs to be a plan to resolve this problem.

KEY ISSUES

Effective communication is one way in which student access to the College campuses and use of facilities may be improved. A need exists to have College-wide

acknowledgement that MSJC has the lowest College-going rate of 2.50% per 1,000 population in comparison to an average of 5.54 per 1,000 population for the other 71 college districts. College-wide strategy needs to be developed to increase the low participation rate, a strategy that includes faculty and students, the public information officer and classified staff, the Board of Trustees and the administrators. Another need is to develop and nurture the attention of local and state legislative representatives regarding the severity of the low participation rate.

Academic programs and student services must meet the needs of students and potential students if the College is to maximize its funding from the Chancellor's Office.

Certificate and degree programs must be made available for students to complete their goals in a timely manner. Entry level courses should be scheduled to allow for maximal enrollment of students so they



may move on toward advanced level courses. Courses ought to be scheduled using facilities six days a week from early morning to evening. Academic programs ought to address the diverse needs of the College's communities from using the FasTrac format on weekends to expanding the distance education program. The College needs to respond to the changing and growing demographics of various communities. Moreover, the College needs an educational facility to provide academic and

student services programs in Temecula as the College continues to increase its use of high school sites. Besides Temecula, the College needs to maximize its use of facilities at high school sites in communities such as Beaumont, Banning, Lake Elsinore, and Perris.

SUMMARY AND EVALUATION

The Chancellor's office measures student access using a calculation that divides the fall credit enrollment by the estimated adult population of the District. For 1999-2000 this calculation is 8,687 fall credit enrollment divided by 346,906 adults for a resulting participation rate of 2.50%. This is the lowest participation rate of any of the 72 community college districts in the state, whose average participation rate is 5.54%.

Over the past decade, student access at MSJC has been of paramount concern and a primary focus of activities. During the four-year period of 1990-91 to 1993-94 the College enrollment averaged 27.5% above the state funded enrollment cap, an atypical occurrence. As a result, for a period of time, the College did not receive state funding for more than 8,000 students. Local operating efficiencies and the dedication of employees combined to enable thousands of extra students to receive an opportunity to attend College during this period.

MSJC, like other community colleges, has had a varied experience with funding for enrollment and growth. When state funding was reduced in 1994-95 and 1995-96, the College was faced with cutting its summer program. Because its commitment to student access was strong, the College contracted with the College of Marin to operate MSJC's summer sessions. This partnership permitted students to continue their education without

Student access at MSJC has been of paramount concern

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interruption in MSJC's facilities with MSJC's staff at no cost to the College.

The College is currently in a period in which most of its growth is funded for enrollment increases and operating funds are being provided by Sacramento. As the



decade begins, however, the College is uncertain about the extent to which it will continue to receive funding for nearly all of its enrollment growth.

Of major significance to student access at MSJC are facilities and the use of facilities. The College has been successful over the years in building local facilities with 100% state funds. Phase I and Phase II of the Menifee Valley campus, for example, are complete on the existing developed 25 acres. At the San Jacinto campus, new buildings for business and technology, music, and print shop have been completed. At San Jacinto every utility system has been replaced and expanded to accommodate future growth. Construction will begin on two child development centers within six months. In short, the College has constructed more than \$50,000,000 in new facilities in the past decade, and we could easily utilize \$50,000,000 in new facilities over the next decade.

Despite the funding for buildings and revitalizing the College's facilities, the institution still needs additional facilities, particularly at the Menifee Valley campus and in the Temecula area. The major, and perhaps only, way to achieve additional funding for

project applications is the passing of future higher education bond acts. If and when bond act money becomes available, the major priority for funding new projects is the measurement of the ability to use classroom space facilities, sometimes referred to as capacity to load (cap/load).

The categories that are used to fund projects include life/safety, new instructional space, and modernization of existing instructional space. Within these broad categories, hundreds of projects are ranked according to their projected cap/load. The categories of projects are allocated a percentage of available funds and then are funded in order of the highest cap/load until the funds in the category run out.

Due to the rules that govern the calculation of cap/load, several ways exist to optimize the cap/load in an effort to gain an advantage over other projects. The capacity calculation is simply the space that is available from 8:00 a.m. to 10:00 p.m. from Monday through Friday. The load calculation is the projected enrollment at all times on or off campus based on the existing actual enrollment. Therefore, colleges that pursue projects aggressively will not only maximize loading 8:00 a.m. to 10:00 p.m. Monday through Friday but will also conduct classes before 8:00 a.m. on the weekends and at off-



campus locations. Enrollment generated by distance education (where there may not be a physical classroom at all) also counts in the load calculation. The efficient use of existing

facilities and growing the off-campus enrollment are the two key elements in qualifying for new state-funded facilities.

Because of the constant growth in enrollment, the College continues to encounter short-term facility needs that are not funded by the state. This need is being addressed on the Menifee Valley campus by acquiring six new classrooms as a result of



the departure of Azusa Pacific University, which will relocate in the area to continue serving MSJC's students. The Menifee Valley campus has almost used all available classroom space, and with over 1300 students enrolled off-campus in Temecula high schools, the College must acknowledge this immediate demand with some form of locally funded facilities in Temecula.

Another aspect of student access that affects funding is the use and planning of facilities through class schedule development. A number of constituent groups are involved in developing and promoting a schedule that maximizes a full enrollment of students. The most important group is the Instructional Division of the College. The process of schedule development begins with the development of a timeline to build, print, and mail the schedule to residents living within the College's boundaries. After the timeline has been established by the Office of Instruction, the instructional deans distribute the previous fall, spring, or summer schedule to the department chairs to develop the schedule of classes to be offered

the next term. The department chairs, in collaboration with the deans, identify teaching assignments for full-time and associate (part-time) faculty. Specifically, teaching assignments include the instructor to teach the course, the specific course to be taught, the time of day or evening, the location of the assignment, and the classroom in which the class is scheduled to be taught.

By communicating to students about the programs and services at the College, the staff in Student Services also contributes to the success of a developed schedule. Information Services supports schedule development in Instruction. Its role is to provide "support tools" established on the computer system here at the College. Information Services, for example, provides Instruction with the downloaded schedule to be developed by the Instructional Division for each term. The tools provided by Information Services enable the College to



manage information about enrollment patterns and use of classrooms and laboratories in buildings on both campuses.

The Office of Public Relations contributes significantly to the process of schedule development and the use of facilities. Advertising and marketing programs inform the public about the quality of services provided by the College, the array of certificate and degree programs, and the times when classes begin and other salient information to attract students to the College.

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