

The Institutional Self Study for Reaffirmation of Accreditation



Mt. San Jacinto College

August 2005



Mt. San Jacinto College

Institutional Self-Study Report in Support of Reaffirmation of Accreditation

Submitted by

Mt. San Jacinto College
1499 N. State Street
San Jacinto, CA 92583

August 2005



Dr. Richard J. Giese
Superintendent/President

To

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

Certification of the Institutional Self-Study Report

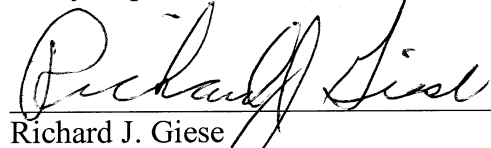
Date: July 26, 2005

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

From: Mt. San Jacinto College
1499 N. State Street
San Jacinto, CA 92583

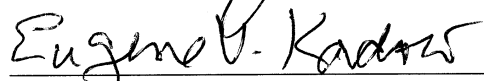
This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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



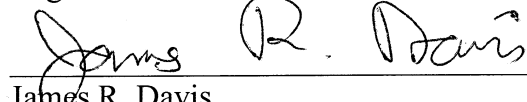
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Associated Student Body President, 2005-2006

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Mt. San Jacinto College History

The Mt. San Jacinto Community College District celebrated its 40th anniversary in 2003. Its first classes were held in fall 1963 in several rented buildings in Banning and Beaumont. As enrollment grew, the college moved to donated land in San Jacinto and opened its first permanent campus with two buildings in 1965. Since then, Mt. San Jacinto College (MSJC) has developed a comprehensive college campus serving the diverse 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 service area to the present 1700 square miles. Although the boundaries have remained stable since 1975, the district has changed dramatically, especially since the 1980s. In recent years, unprecedented population growth in the district has made MSJC one of the fastest-growing community colleges in California.

In response to this intensive growth, MSJC opened its Menifee Valley campus (MVC) in October 1990. By the end of its first year, MVC had enrolled 2100 students. The Menifee campus's enrollment now *surpasses* that of the San Jacinto campus (SJC). Mt. San Jacinto College offers courses at its two main campuses and at more than a dozen additional sites throughout the district.

With the rapid growth in enrollment at both campuses, the district has engaged in extensive planning and development to provide state-of-the-art learning environments for MSJC students. In the fall of 1993, the San Jacinto campus's 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 high-tech music building opened at SJC. In 2001, major renovations included a new print shop and bookstore, expansion of office space, and a remodeling of the cafeteria. New Child Development and Education Centers opened on each campus in 2002, doubling the capacity of that program.

The master plan for the Menifee Valley campus ultimately provides for 15,000 to 20,000 students. A vast increase in classroom space on the MVC occurred in 1995-96 with the opening of the Allied Health and Fine Arts buildings. In 2000, the MVC acquired eight new classroom trailers, and spring of 2002 brought the opening of a bookstore and the aforementioned Child Development and Education Center. Four additional classroom trailers were placed at MVC in 2004-05. Most recently, in spring of 2005, our college broke ground for a new Learning Resource Center and library facility on the Menifee Valley campus. In addition, MSJC is pursuing plans to purchase 80 acres of property in Wildomar and acreage in Banning for future development. We have tentatively planned a new Education Center in Temecula, which, in cooperation with California State University and the University of California, will provide needed classroom facilities.

Because we are a single-college, multi-campus district, MSJC's faculty and staff from both campuses regularly collaborate to provide the highest quality curricula and student services possible. Our college's Board of Trustees (MSJC's governing body), superintendent/president, faculty, and staff all are committed to providing excellent transfer and occupational education programs and services in a supportive teaching and learning environment. Mt. San Jacinto

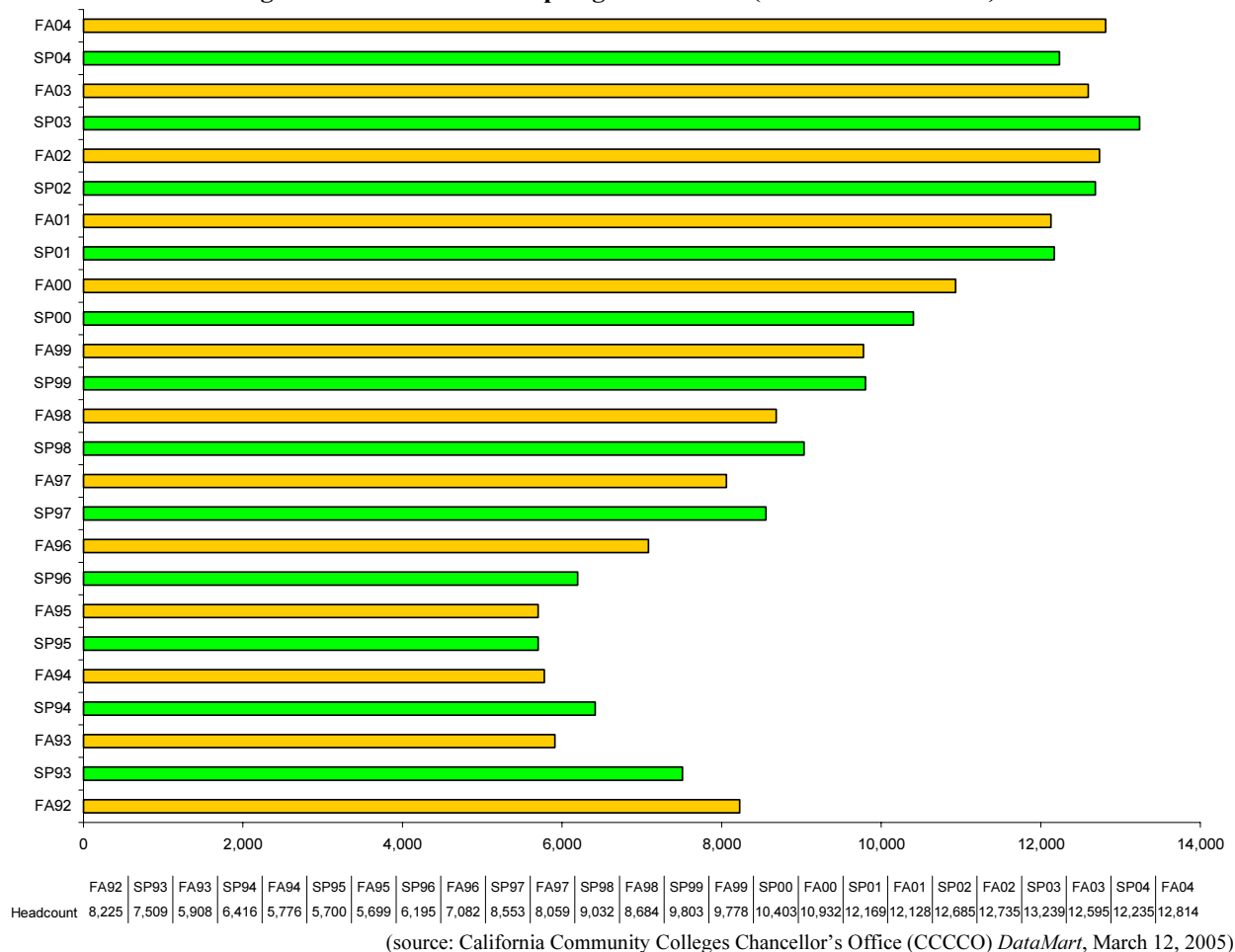
College’s tradition of building for the future began back in 1963. We will continue this tradition throughout the 21st century in our quest for excellence.

Student Demographic Information

Enrollment

Mt. San Jacinto College is located in southwestern Riverside County, an area that until recently was primarily rural and agricultural. Our college’s service area has increased in population due to Southern California’s explosive growth and its ever-present hunger for affordable housing. Most of these people commute to San Diego, Orange, and Los Angeles counties for work. The demographics of the population MSJC serves, including its low percentage of college attainment and its employment residing primarily in the service sectors, have resulted in our college’s enrollment being volatile. Our enrollment is affected by numerous factors external to our control, some of which include population growth, housing costs, employment, college tuition and fee increases, and lengthening commutes to work.

Figure 1. MSJC Fall and Spring Headcounts (Fall 1992 - Fall 2004)

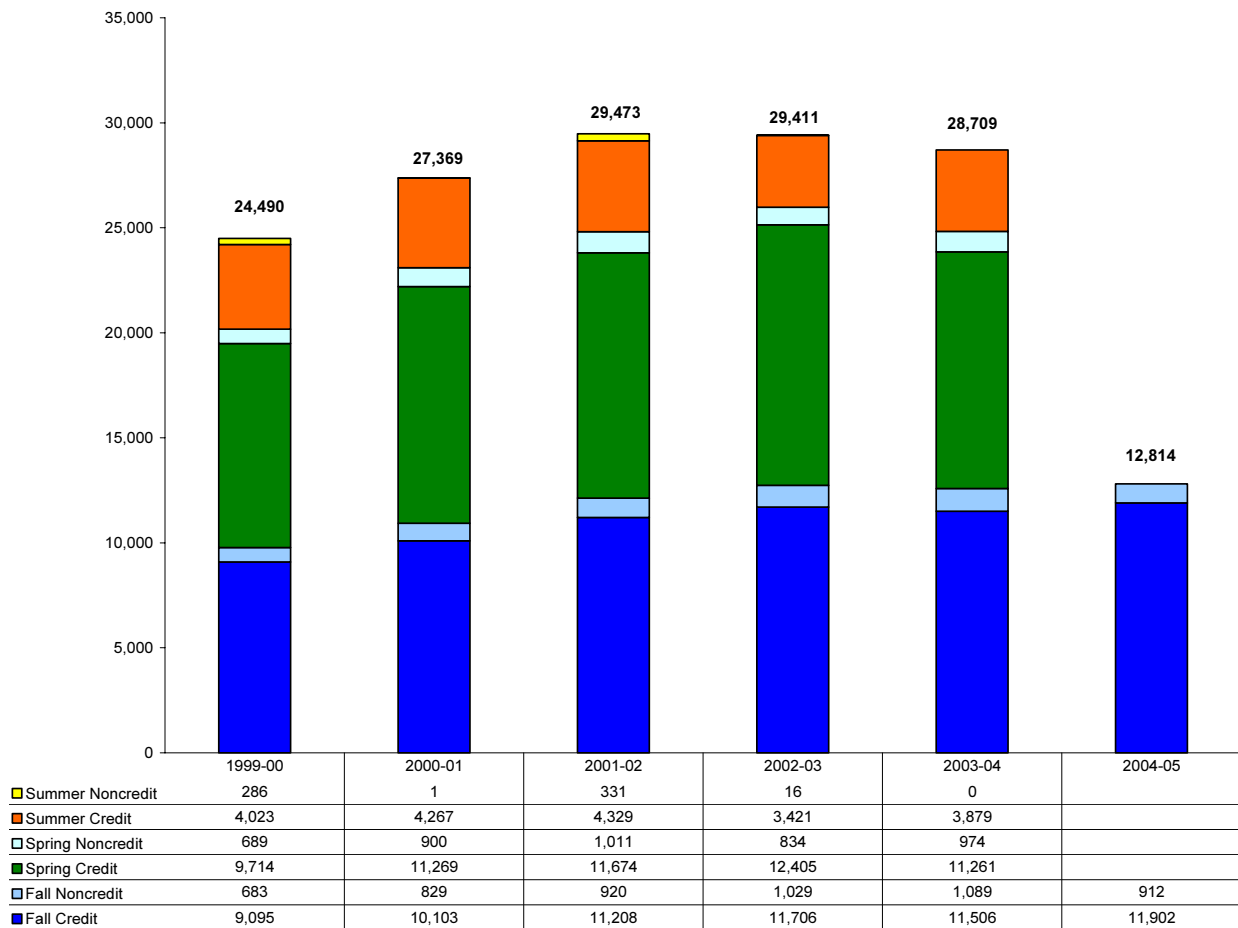


During the fall of 1992, more than 8000 students enrolled in classes at the San Jacinto and Menifee Valley campuses. Within three years, that number dwindled to less than 5700, primarily due to the effects of fee increases assessed by the state. By the late 1990s, enrollment had returned to its 1992 level as MSJC began to experience significant growth. From fall 1997 through spring 2003, the number of students enrolling in classes at the college grew by more

than 64%, with more students enrolling during the spring terms than in any previous fall semester. This pattern contrasted with those experienced at most California Community Colleges. However, this pattern changed in 2002-03, once again primarily due to fee increases. During that year, fewer students enrolled in both fall and spring, and the enrollment pattern shifted to the more traditional one of more students enrolling during the fall terms than during spring (Figure 1).

The number of students enrolling at MSJC over the past six years has once again varied dramatically, showing a steady increase between fall 1997 and summer 2002 and a decline during the subsequent three years (Figure 2).

Figure 2. Number of Students Enrolled per Academic Year (1999-00 – 2004-05)



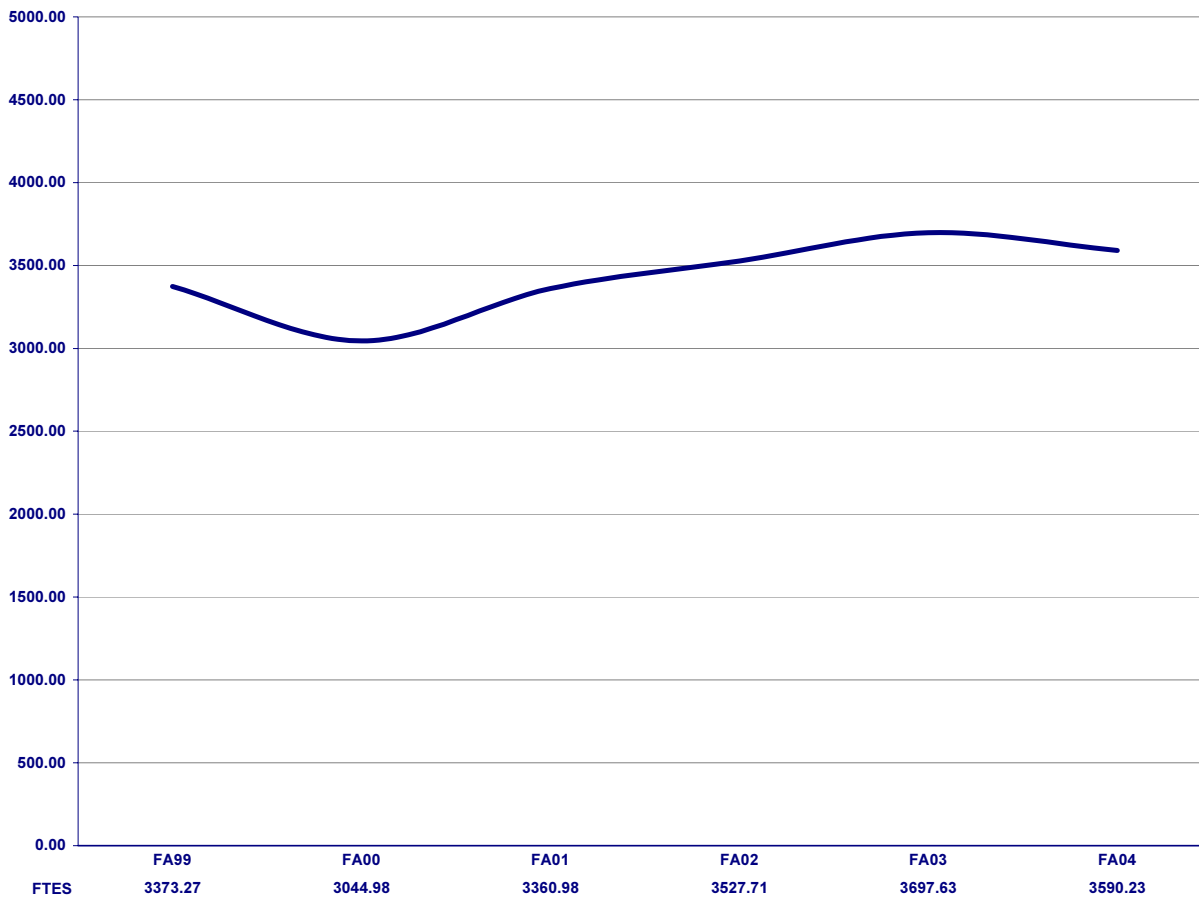
(source: CCCC DataMart, March 12, 2005)

The number of full-time equivalent students (FTES) has changed in proportion to the number of students enrolled (Figure 3). The FTES number is calculated by the following equation:

$$\frac{(\text{Total \# hours in "credit classes" *})}{525}$$

*as indicated by enrollment records

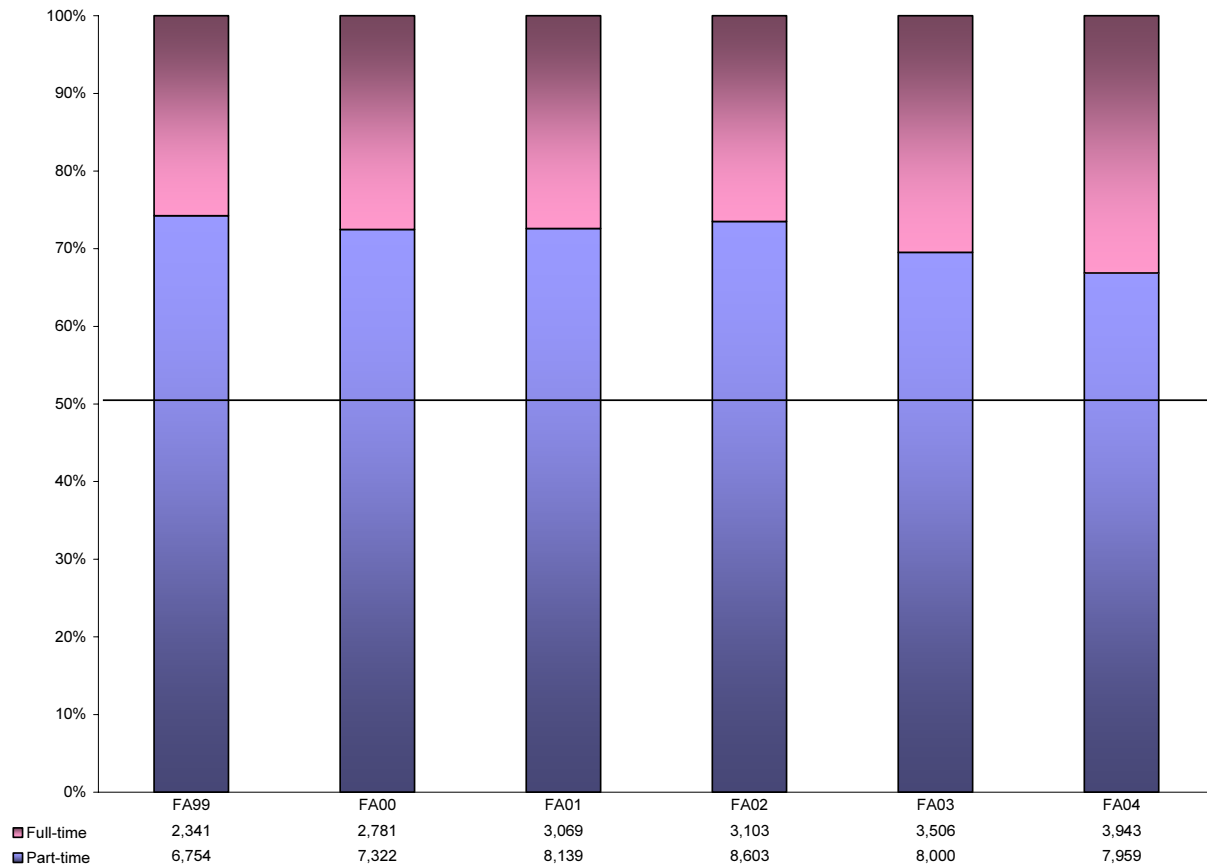
Figure 3. FTES for Credit Courses (Fall 1999 - Fall 2004)



(source: CCCCO DataMart, March 12, 2005)

One problem MSJC faces is the significant number of students who enroll in less than a full-time load (12 units or greater) each fall or spring term. In fall 1999, only 25% of the students enrolled in credit courses were registered in enough units to be classified as full time. By fall 2004, that percentage had risen to 33% (Figure 4). However, this increase in the number of students enrolling in 12 or more units may be a sign of students' financial needs, as most financial aid awards require full-time enrollment. Having a critical mass of full-time students positively affects community colleges in terms of long-term course planning and scheduling, as well as fiscal issues (due to funding mechanisms at the state level).

Figure 4. Percentage of Students Enrolled in Full-time and Part-time Loads (Fall 1999 - Fall 2004)



(source: CCCC DataMart, March 12, 2005)

MSJC Service Area

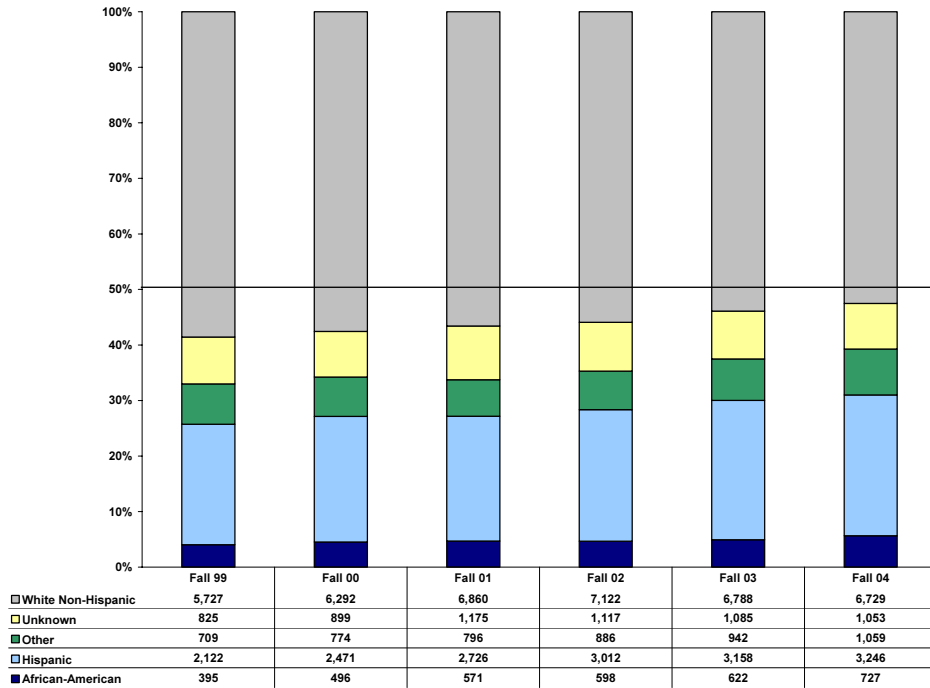
Mt. San Jacinto College's service area is characterized by dramatic growth. Our area encompasses more than 1700 square miles, 12 school districts, and six federally designated Indian reservations (with one tribal school). The communities our college serves are characterized by the erection of an impressive number of houses and schools in recently acquired agricultural land. The local urbanization of Temecula and Murrieta draws a vivid contrast to the vast rural expanse of Aguanga, Sage, and Mountain Center. At the 2000 census (U.S. Census Bureau, April 2000), MSJC's service area included over 510,000 people, approximately 357,000 of whom were 18 years of age or over. Of those 25 years of age or older, only 21% had an associate's degree or higher and 22% had less than a high school diploma. According to the California Department of Finance (February 2005), southwestern Riverside County increased in population by 4.5% between July 2003 and July 2004. More people moved into Riverside County than any other California county, with the exception of Los Angeles County. With such a large population base, it is not surprising that 95% of the college's students reside within the MSJC service area.

Ethnicity, Gender, Age, Time of Day and Enrollments, and Enrollment Status

Since 1999, MSJC's student body has become more ethnically diverse, increasing from 41% non-White students in fall 1999 to 48% in fall of 2004. The most significant increases occurred for African-American (4% in fall 1999 to 5.7% in fall 2004) and Hispanic (21.3% in fall 1999 to

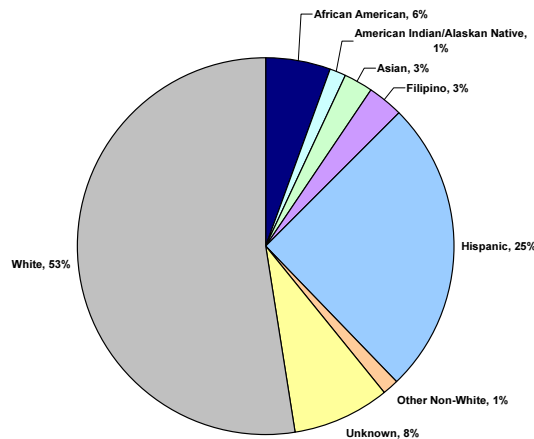
25.3% in fall 2004) students. We have experienced a decrease in enrollment of American Indian students, from 2.3% (222) in fall 1999 to 1.3% (162) in fall 2004 (Figures 5 and 6).

Figure 5. Ethnicity of Students (Fall 1999 - Fall 2004)



(source: CCCC DataMart, March 12, 2005)

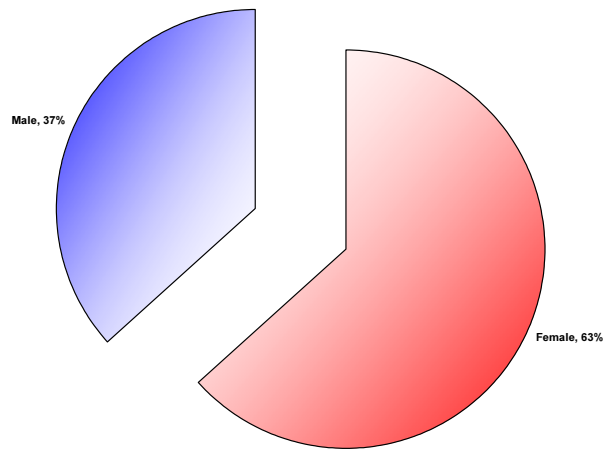
Figure 6. Fall 2004 Comparison of Students by Ethnicity



(source: CCCC DataMart, March 12, 2005)

The college's gender ratio has not changed over the past six years. In comparison to statewide community college rates, MSJC has significantly more female (63% local, 57% statewide) than male students (37% local, 43% statewide) enrolled (Figure 7).

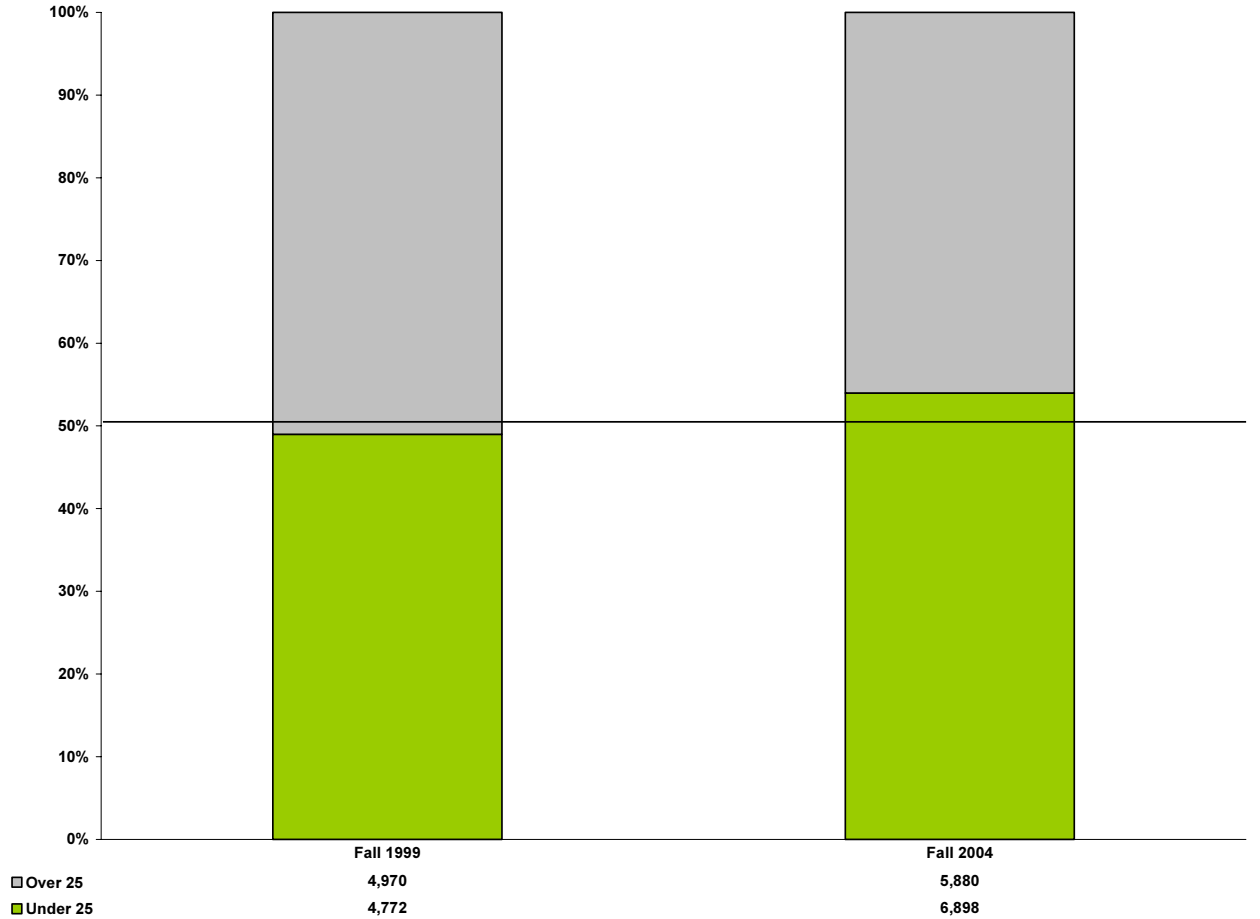
Figure 7. Fall 2004 Comparison of Students by Gender



(source: CCCC DataMart, March 12, 2005)

The changing population demographics in MSJC's service area show that our students now are generally younger than those attending MJSC in fall 1999. As shown in Figure 8, students under 25 years of age are currently the majority of the college student population.

Figure 8. Age Shifts (Fall 1999 and Fall 2004)



(source: CCCC DataMart, March 12, 2005)

Also over the past six years, our college has witnessed more students enrolling primarily in day classes (62.9% in fall 2004) than in evening classes (37.1% in fall 2004) (Figure 9). Additionally, we have increased our distance education offerings through expansion of online education courses and the phasing-out of television courses. Distance education enrollment has increased from 2% in fall 1999 to over 7% in fall 2004 (Figure 10).

Figure 9. Students' Primary Attendance, Based on Time-of-Day (Fall 1999 and Fall 2004)

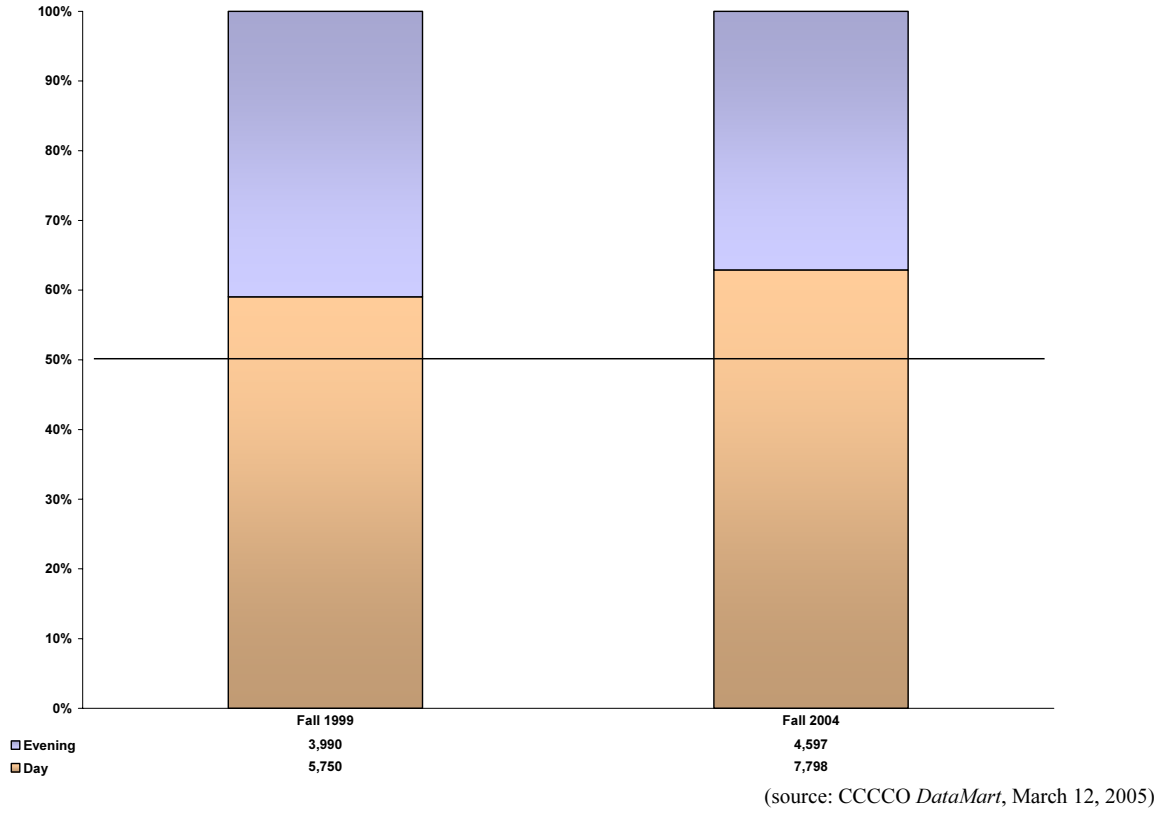
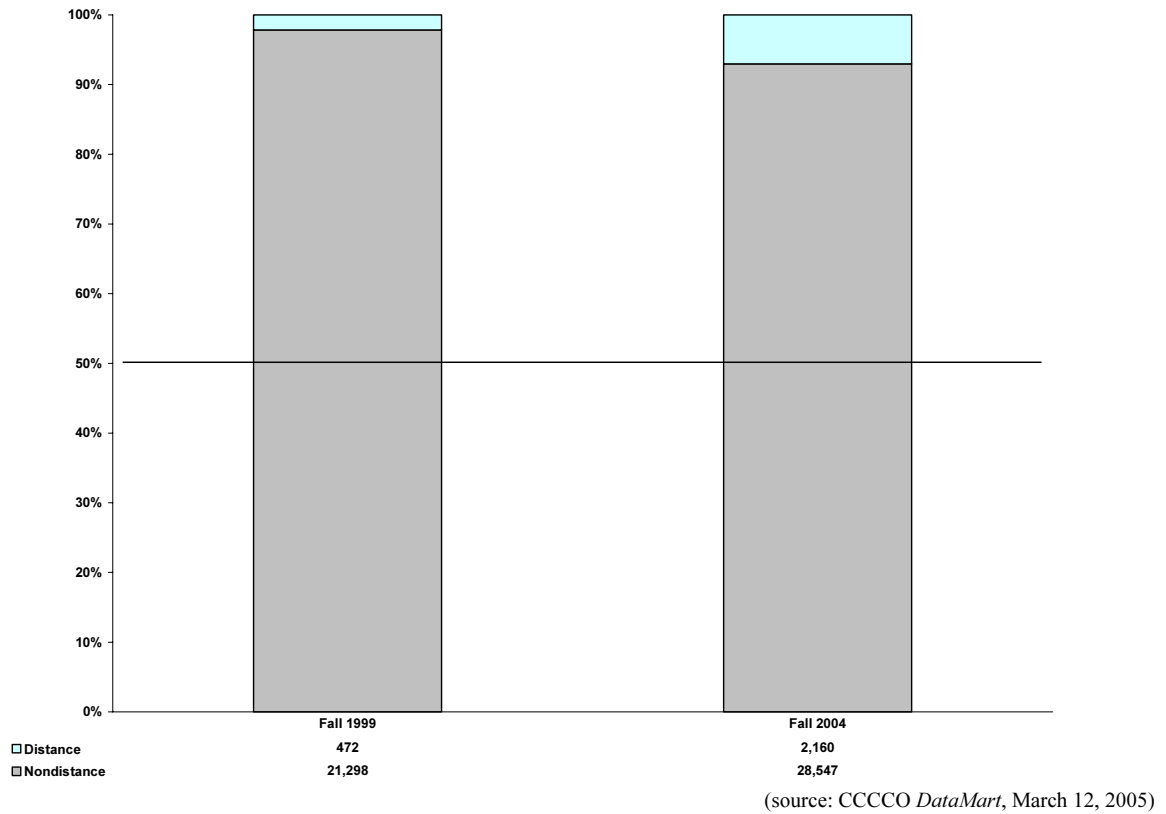
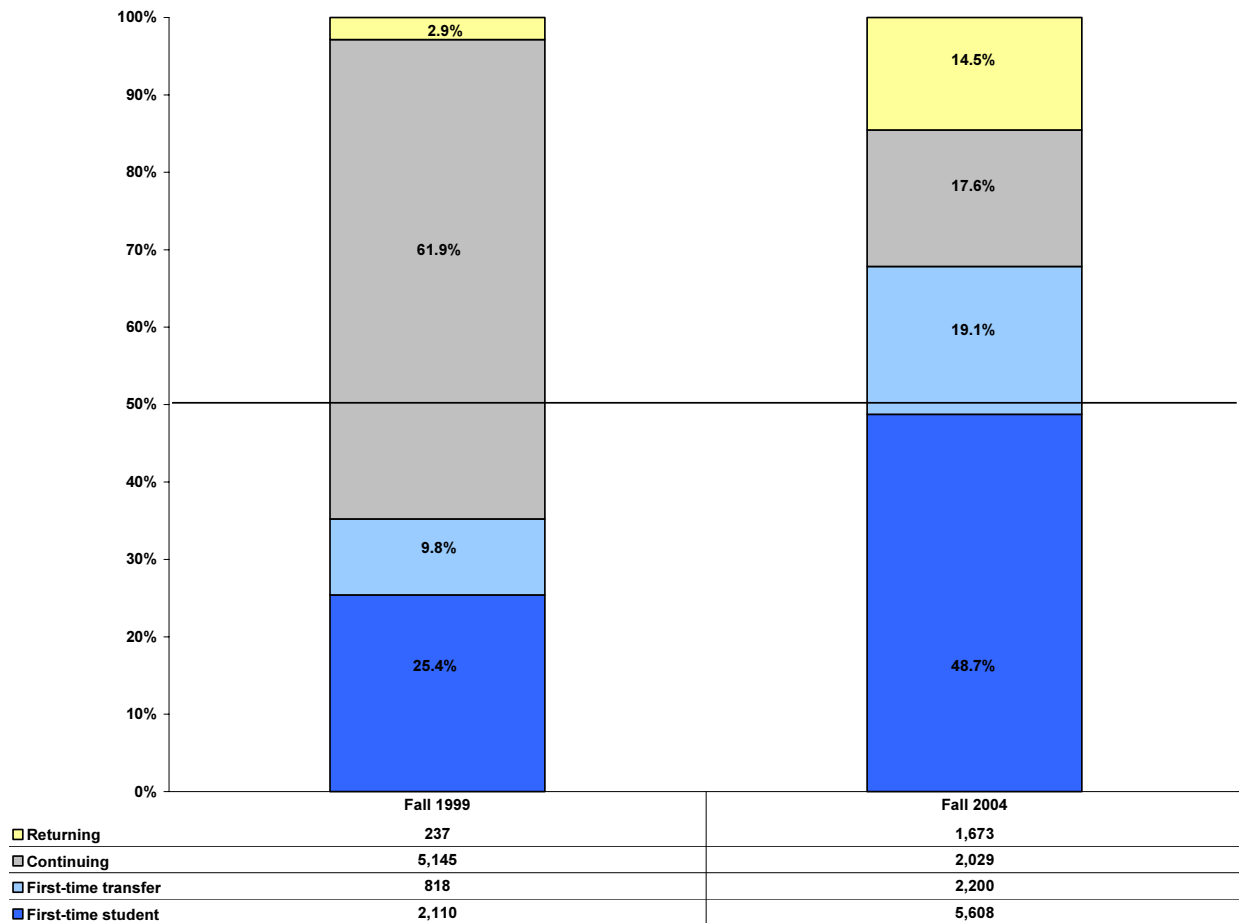


Figure 10. Distance Education and Traditional Enrollment (Fall 1999 and Fall 2004)



We have also witnessed significant shifts in the enrollment statuses of MSJC students. In fall 1999, only 25% of students were “first-time” (having never entered higher education prior to their enrollment at MSJC). In fall 2004, that percentage was almost 50% of the student body. The percentage of “continuing” students dropped dramatically, from 62% in fall 1999 to 18% in fall 2004 (Figure 11).

Figure 11. Enrollment Status (Fall 1999 and Fall 2004)

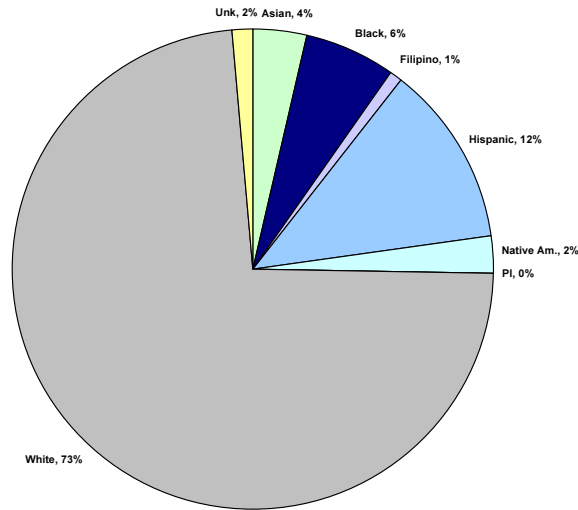


(source: CCCC DataMart, March 12, 2005)

Staff Demographic Information

The most current staff reports are from fall 2003 (CCCCO’s Staffing Reports, March 4, 2004). Mt. San Jacinto College’s staff is predominantly White, non-Hispanic (73.2%). Classified staff have, based on percentage, the broadest range of diversity, with 32.8% in the non-White ethnicity classification (Figure 12).

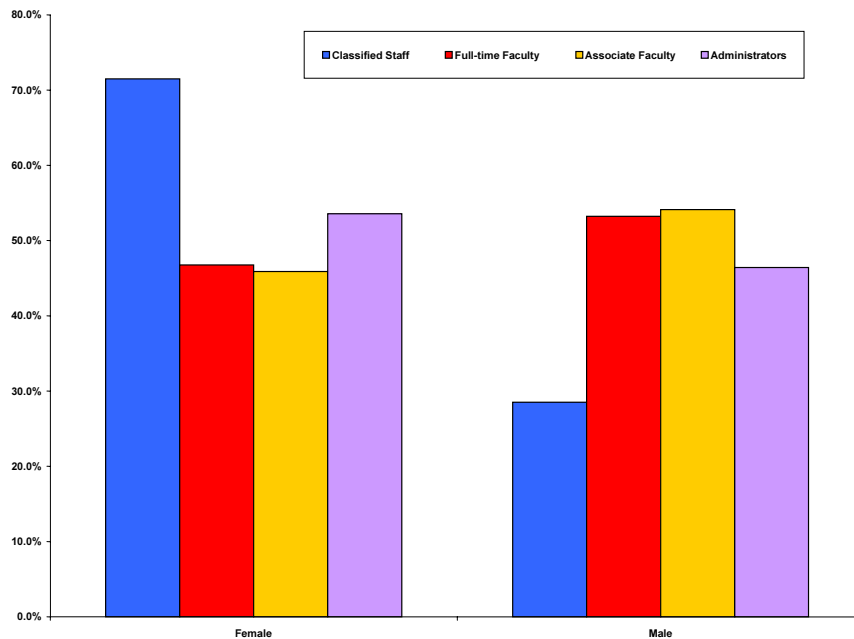
Figure 12. Fall 2003 Employee Diversity



(source: CCCC DataMart, March 12, 2005)

Across all groups, MSJC has slightly more female than male employees. However, differences exist based on employment categories. The classified staff is predominately female (71.5%). Administrators are slightly more commonly female (53.6%) than male (46.4%). Full-time and associate faculty are slightly more commonly male (53.2%, 54.1%) than female (46.8%, 45.9%) (Figure 13).

Figure 13. Employee Gender by Employment Group

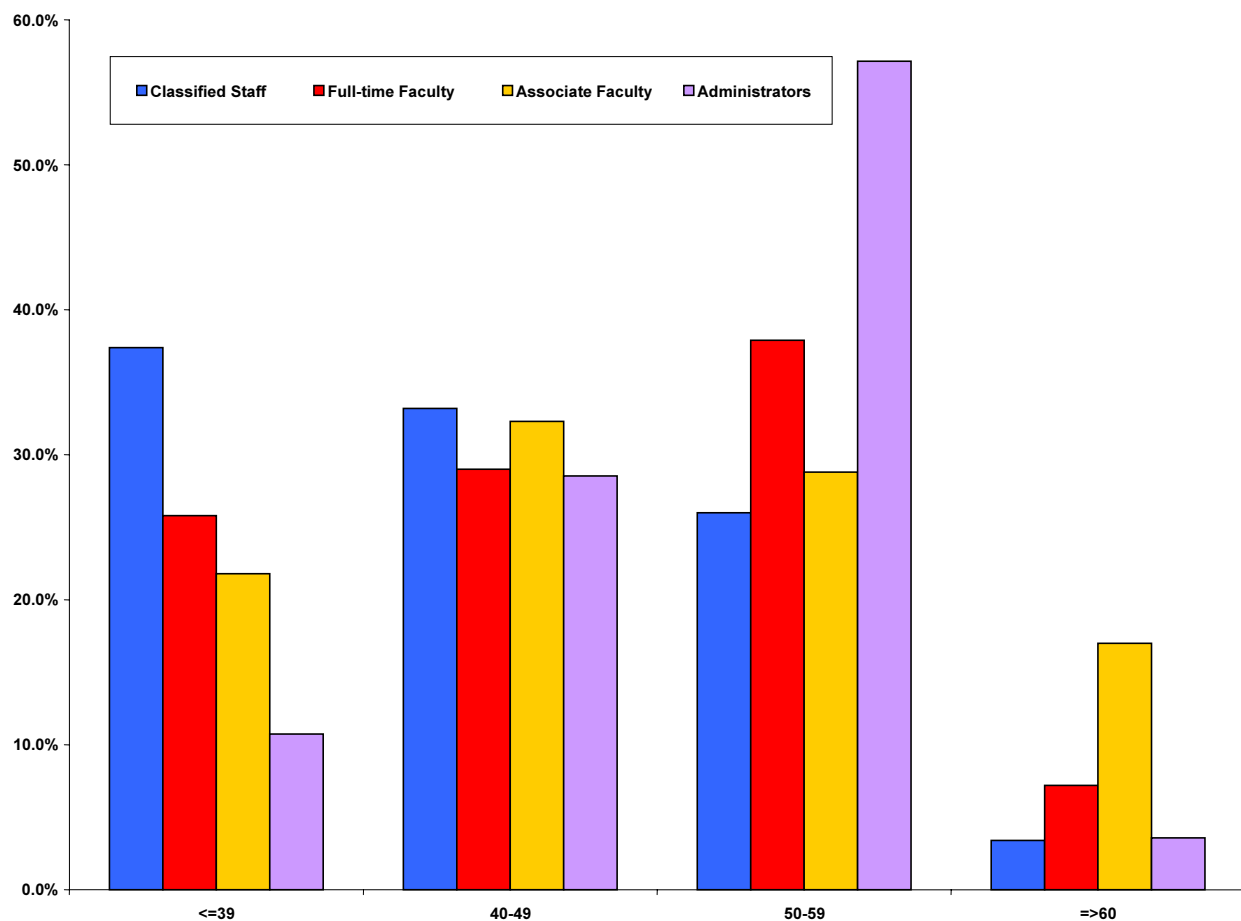


(source: CCCC DataMart, March 12, 2005)

As of spring 2005, the average age for all MSJC employees is 47.1 years of age. Overall, more than 62% of the college's personnel are between 40 and 59 years of age. The group with the

largest percentage of employees 39 years old or less is the classified staff (37.4%); the largest percentage of employees 60 years old or greater is found in the associate faculty (17%) (Figure 14).

Figure 14. Employee Age by Employment Group



(source: CCCC DataMart, March 12, 2005)

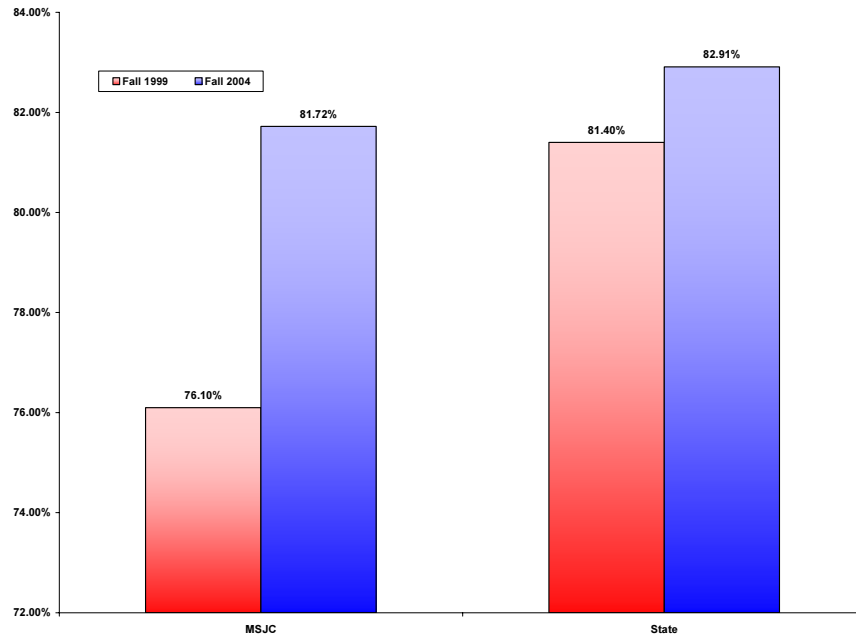
Student Achievement

Retention

Keeping students actively enrolled in classes prior to the end of the term is an important part of student success. Historically, MSJC has not reached its goals for student retention. In fall 1999, MSJC’s retention rate was 76.1%, as compared to the statewide rate of 81.4%. By fall 2000, MSJC’s retention rate had climbed to 81.72%, as shown in Figure 15. Retention rate is calculated by the following formula:

$$\frac{\text{(Total \# of enrollments with grades of A, B, C, D, F, CR, NC, or I)}}{\text{(Total \# of enrollments with grades of A, B, C, D, F, CR, NC, I or W)}}$$

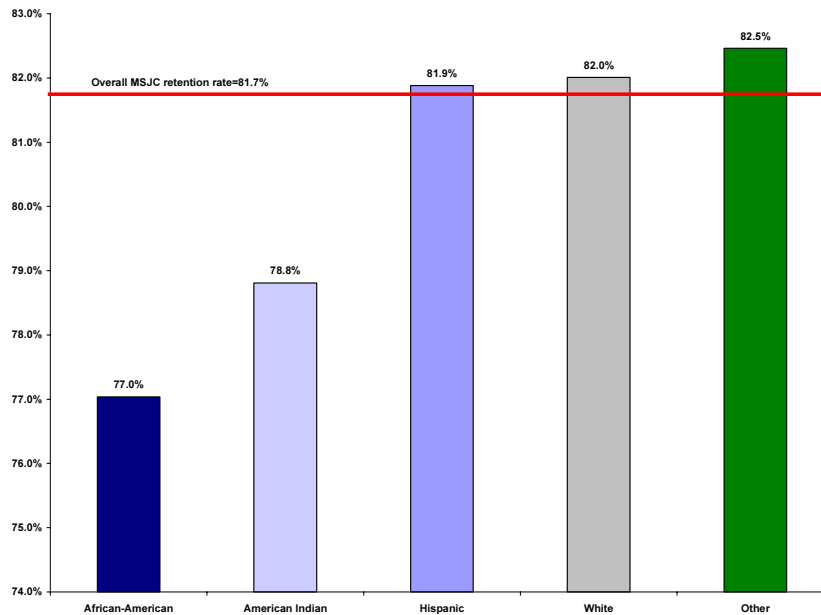
Figure 15. MSJC and Statewide Retention Rates (Fall 1999 and Fall 2004)



(source: CCCC DataMart, March 12, 2005)

An examination of MSJC’s student retention rates based on student ethnicity illustrates that African-American and American-Indian students are most at risk for withdrawing from classes prior to course completion (Figure 16).

Figure 16. Retention Rates by Student Ethnicity (Fall 2004)



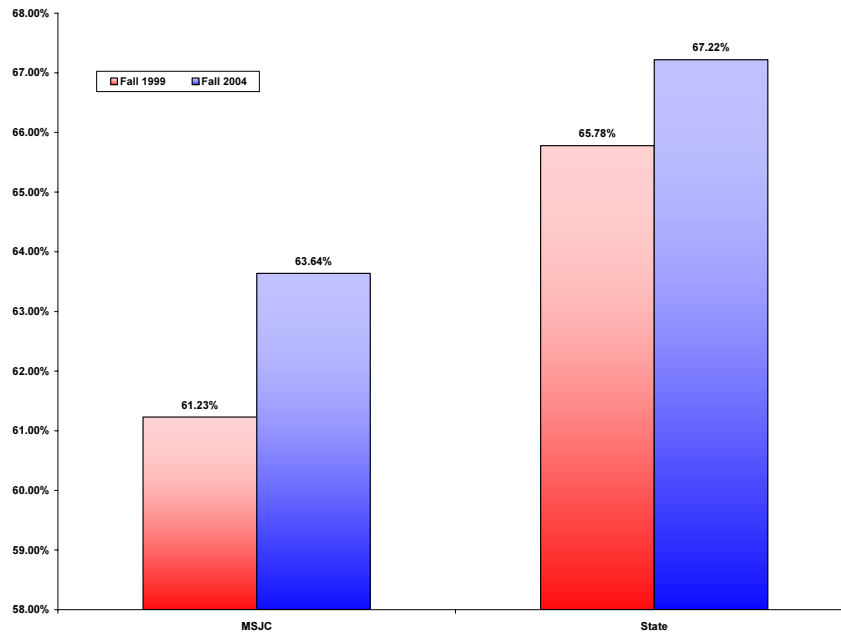
(source: CCCC DataMart, March 12, 2005)

Success

In general, the success rates of MSJC students are lower than those of students from other California Community Colleges. African-American, American-Indian and Hispanic students are at higher risk for receiving poor grades, as illustrated in Figures 17 and 18. Success rate is calculated by the following equation:

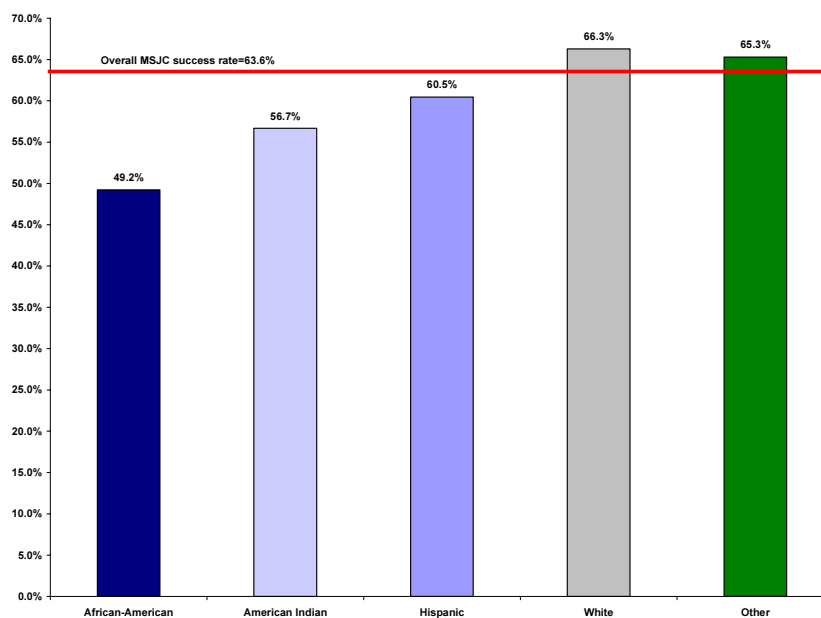
$$\frac{\text{(Total \# enrollments with grades of A, B, C, or CR)}}{\text{(Total \# enrollments with grades of A, B, C, D, F, CR, NC, I, or W)}}$$

Figure 17. MSJC and Statewide Success Rates (Fall 1999 and Fall 2004)



(source: CCCC DataMart, March 12, 2005)

Figure 18. Success Rates by Student Ethnicity (Fall 2004)

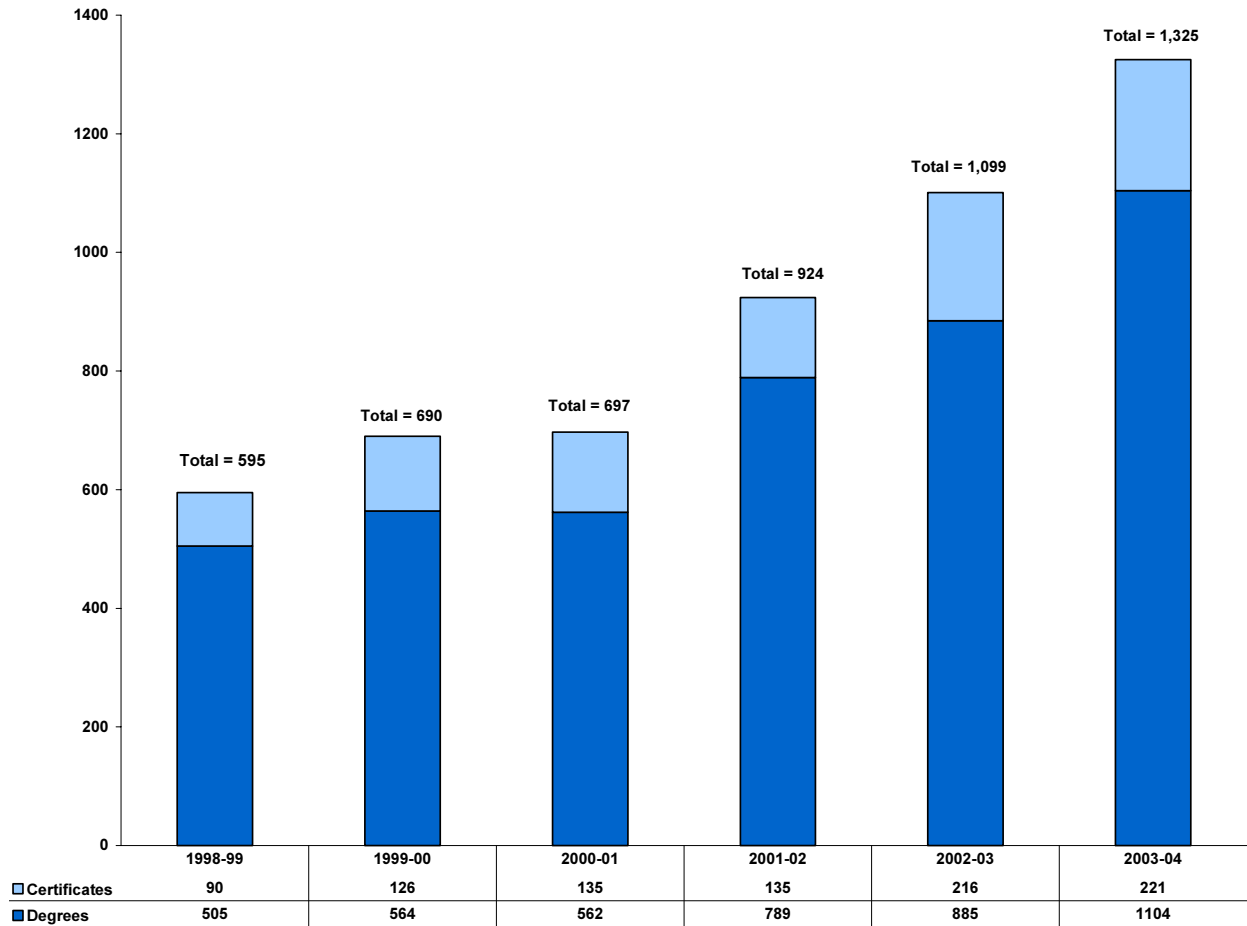


(source: CCCC DataMart, March 12, 2005)

Completion and Transfer

During the academic year 2003-04, we awarded more than 1300 degrees and certificates to MSJC students. Over the past five academic years, student completion rates have increased by 92%, significantly higher than the rate of influx of students enrolling at MSJC during that same time period (Figure 19).

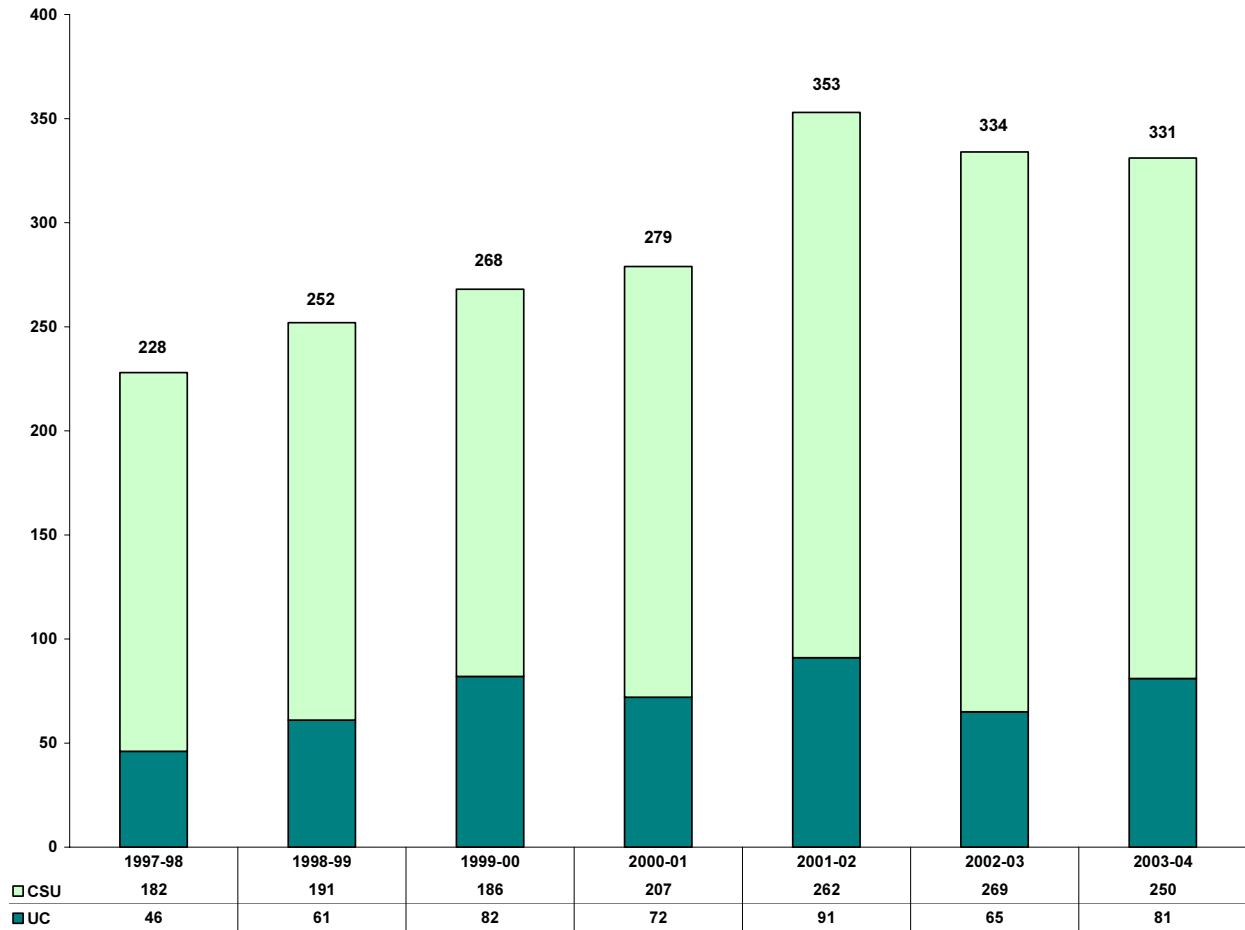
Figure 19. Degrees and Certificates Awarded (1998 through 2004)



(source: CCCC DataMart, March 12, 2005)

Our college has generally improved in transferring students to CSU and UC universities. The number of students transferring into these institutions increased annually between 1997 and 2002 (55% overall). However, during the 2002-03 and 2003-04 academic years, the number of CSU and UC transfers decreased by approximately 6% over the 2001-02 level (Figure 20).

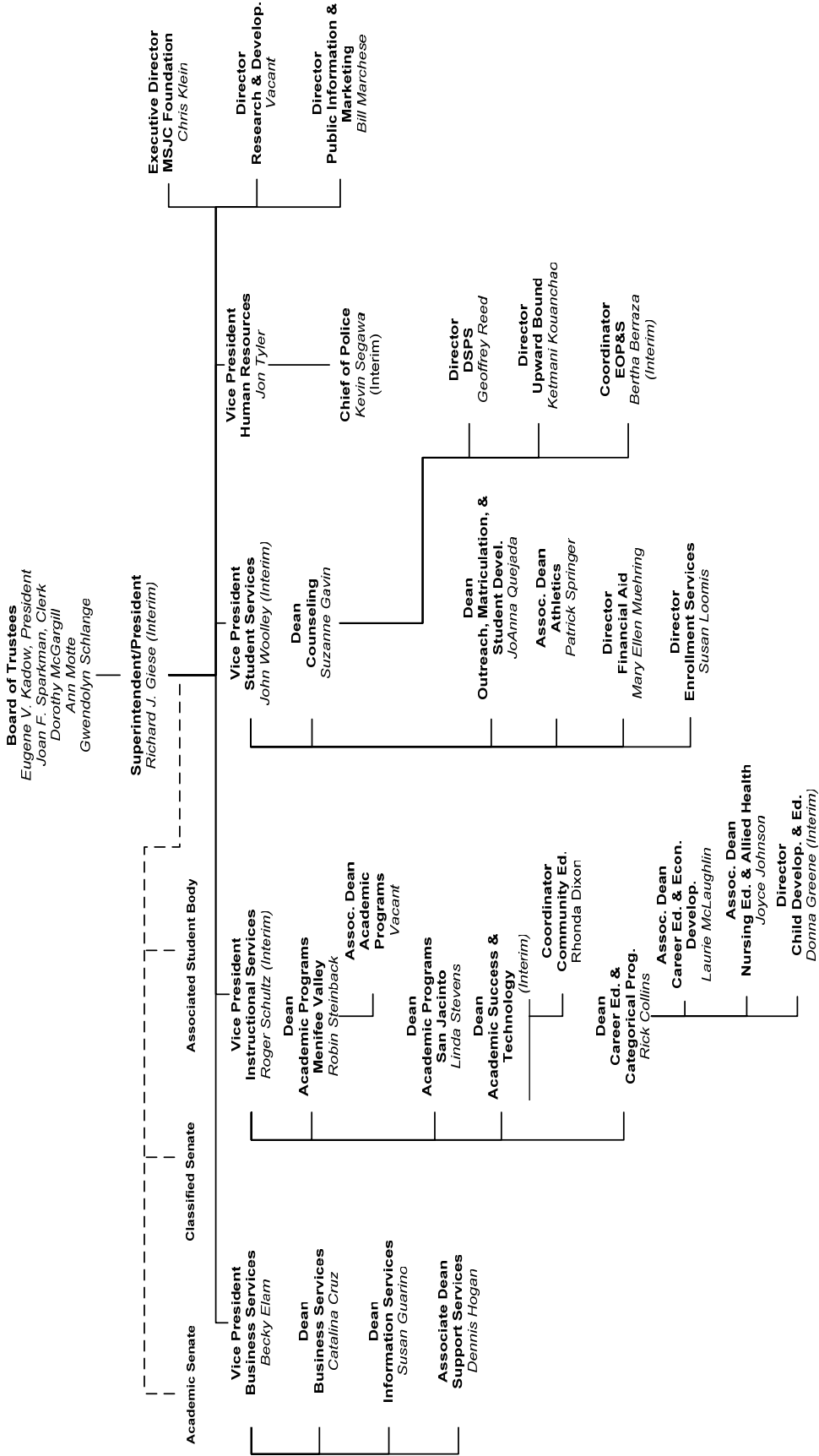
**Figure 20. Number of Students Transferring to CSU and UC Schools
(Academic Year 1997-98 through Academic Year 2003-04)**



(source: California Postsecondary Education Commission (CPEC), March 15, 2005)

Mt. San Jacinto College Organization

With the recent retirement of MSJC President/Superintendent Richard Giese, as well as departures by other key administrators, MSJC's administrative staffing is in flux. Below is a current administration flowchart:



Organization of the Self-Study

Mt. San Jacinto College's self-study process began in fall 2003 with the accreditation liaison officer (ALO) and several faculty and administrators attending regional workshops on student learning outcomes (SLOs). As the end of that semester approached, we began work on our new master plan. In spring 2004 (at the request of MSJC's superintendent/president), the associate director for the Accrediting Commission of Community and Junior Colleges (ACCJC) at that time, Darlene Pacheco, and Deborah Blue, the newly appointed associate director for ACCJC, presented the accreditation self-study process to MSJC faculty, staff, administrators, and the Board of Trustees. The following day, three faculty members from other colleges presented a panel discussion to MSJC faculty and administrators on the development of SLOs within Instruction, Student Services, and the libraries and Learning Resource Centers. Master plan activities continued through February 2004, resulting in the completion of the MSJC Master Plan 2004-2009 consolidated goals and the development of master plan committees. During the remainder of the term, additional faculty and administrators attended regional SLO workshops. In May 2004, we formed an accreditation self-study steering committee, facilitated by the ALO, which included four administrators, six faculty, six classified staff, and one student. The 17 members of this committee were assigned the four accreditation standards. The committee broke into separate accreditation standard workgroups that each met at least once to become familiar with the elements of its respective standard.

During summer 2004, the ALO created a process by which the steering committee could move forward upon return in the fall. During the institution's fall 2004 "pre-college days" (the two days prior to the start of the term where administrators, staff, and all full-time faculty meet together), the committee shared updates and additional information on the self-study process with faculty, staff, and administrators. Classified staff members from the steering committee were released from normal job duties during this time to present and attend workshops. Additional accreditation presentations were made at various meetings for administrators, faculty, and staff. Volunteers for the standards workgroups were also solicited. Our meetings of the standards workgroups centered on information-sharing and process development. Toward the end of the term, workgroup members began collecting references and interviewing members of the college community to gather information relative to their standard.

The spring 2005 term started with faculty members soliciting input into the self-study process. During this semester's pre-college day, faculty cycled through four standard-based round-table focus groups and answered questions specific to each standard. Within the first few weeks of the term, the self-study participants began the process of writing drafts within their standard workgroups. Reference-gathering continued during this period, and faculty members attended externally and internally presented SLO workshops. During this time, MSJC began serious discussions about the need for institution-wide leadership in incorporating SLOs across the college.

Written report drafts by the standards workgroups were due the first week in May 2005 to ensure that designated writers had enough time to edit the self-study report. From May 16 through June 30, 2005, our faculty editors, Richard Sisk and Brianna Aliabadi, reviewed and edited the drafts submitted by the workgroups. This final draft was made available to all college constituencies

via the college intranet (or e-mailed by request) and feedback was solicited. The college completed final re-writes during July. Due to ACCJC timelines, the college-wide distribution of our final self-study report will coincide with our submission to the Commission in mid-August 2005.

MSJC Accreditation Self-Study Committee Members and Participants

Steering Committee

Dona Alpert, *Administration/ALO/Facilitator*
Bil Bergin, *Faculty*
Kathy Briones, *Classified Staff*
Stephanie Cason, *Classified Staff*
Marcus Castellanos, *Student*
Marlene Cvetko, *Faculty*
Kristine DiMemmo, *Classified Staff*
Rhonda Dixon, *Classified Staff*
Hal Edghill, *Classified Staff*
Becky Elam, *Administration*

Yula Flournoy, *Faculty*
Richard Giese, *Administration*
Pat James Hanz, *Faculty*
Dennis Hogan, *Administration*
David King, *Faculty*
Rich Rowley, *Faculty*
Roger Schultz, *Administration*
John Seed, *Faculty*
Rebecca Teague, *Classified Staff*

Standard I: Institutional Mission and Effectiveness

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Jan Noble, *Administration*
Rich Rowley, *Faculty*

Rebecca Teague, *Classified Staff*
Donna Wilder, *Classified Staff*

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Cathy Brostrand, *Faculty*
Lori Burchette, *Classified Staff*
Rick Collins, *Administration*
Alex Cuatok, *Faculty*
Marlene Cvetko, *Faculty*
Rhonda Dixon, *Classified Staff*
Hal Edghill, *Classified Staff*
Shartelle Fears, *Classified Staff/Associate Faculty*
Fred Frontino, *Classified Staff*
Suzanne Gavin, *Administration*
Linda Googe, *Faculty*
Pat James Hanz, *Faculty*
Theresa Hert, *Faculty*
Gail Hoak, *Faculty*
Albert Jimenez, *Classified Staff*
Laurel Jones, *Administration*
Andrea King, *Student*
David King, *Faculty*
Ketmani Kouanchao, *Administration*

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Susan Lemerand, *Classified Staff*
Mary McBean, *Faculty*
Janet McCurdy, *Classified Staff*
Becky Mitchell, *Classified Staff*
Sherri Moore, *Faculty*
Mary Ellen Muehring, *Administration*
JoAnna Quejada, *Administration*
Geoffrey Reed, *Administration*
Pele Rich, *Faculty*
Sandra Robinson, *Faculty*
Bob Rockwell, *Faculty*
Rich Rowley, *Faculty*
Roger Schultz, *Administration*
Angela Seavey, *Classified Staff*
Julie Smathers, *Faculty*
Tom Spillman, *Faculty*
Linda Stevens, *Administration*
Kathy Turner, *Faculty*
Kathy Valcarcel, *Classified Staff*

Standard III: Resources

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Stephanie Cason, *Classified Staff*
Marcus Castellanos, *Student*
Martha Crawford, *Classified Staff*
Catalina Cruz, *Administration*
Alex Cuatok, *Faculty*

Kristine DiMemmo, *Classified Staff*
Nora Donston, *Classified Staff*
Mark Dumas, *Classified Staff*
Hal Edghill, *Classified Staff*
Becky Elam, *Administration*
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Standard IV: Leadership and Governance

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Self-Study Process Timeline

Date(s)	Action(s)
Academic Year 2003-2004	<ul style="list-style-type: none"> • orientation of MSJC constituencies to new accreditation process and standards
April – May 2004	<ul style="list-style-type: none"> • appointment of administrators, faculty, staff, and students to accreditation self-study steering committee
August 10 – 13, 2004	<ul style="list-style-type: none"> • active recruitment of full-time and associate faculty, staff, and administrators to workgroups
August 16 – September 3, 2004	<ul style="list-style-type: none"> • continued recruitment of students, faculty, staff, and administrators; scheduling of workgroup meetings and individual responsibilities
Fall 2004	<ul style="list-style-type: none"> • review of accreditation self-study guidelines with workgroups; dialogue with college and community members; gathering of references related to standards
Spring 2005	<ul style="list-style-type: none"> • writing, editing, and reviewing of component self-study document drafts
May 6, 2005	<ul style="list-style-type: none"> • submission of reports, notes, and supporting documents (references) from standards workgroups to self-study document editors
May 7 – July 6, 2005	<ul style="list-style-type: none"> • development of self-study draft by faculty editors
July 6 - July 20, 2005	<ul style="list-style-type: none"> • review and final editing of self-study document by steering committee and other interested parties (prior to printing)
July 20 - July 27, 2005	<ul style="list-style-type: none"> • final document editing by faculty editors (prior to printing)
July 27 - August 1, 2005	<ul style="list-style-type: none"> • duplication and binding of self-study document by MSJC Print Shop
August 1 – 15, 2005	<ul style="list-style-type: none"> • review of printed document for inclusion of any errata sheets
August 12, 2005	<ul style="list-style-type: none"> • college-wide distribution of the Self-Study Report
August 15, 2005	<ul style="list-style-type: none"> • submission of self-study documents to the ACCJC
August 15 – October 15, 2005	<ul style="list-style-type: none"> • preparation for site visit by accreditation team
September 2005	<ul style="list-style-type: none"> • updated information added to the Self-Study Report and given to the accreditation team and the ACCJC
October 18 – 20, 2005	<ul style="list-style-type: none"> • three-day site visit of San Jacinto, Menifee Valley, and Temecula campuses by accreditation team

Certification of Continued Compliance with Eligibility Requirements

1. Authority

Mt. San Jacinto College (MSJC) is a public two-year community college authorized by the State of California, the Board of Governors of the California Community Colleges, and MSJC's Board of Trustees to offer degrees and educational programs. Since 1963, our college has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

2. Mission

Our educational mission is clearly defined and is published in our college catalog, schedule of classes, and other public documents. Our college community and Board of Trustees regularly review the mission statement. The most recent review of our mission statement occurred in 2005 [*MSJC Board Policy (BP) 1200*].

3. Governing Board

Mt. San Jacinto Community College District's governing body consists of a six-member Board of Trustees, an independent policy-making body. Five of the members are elected by residents of their respective geographic trustee areas, and one member is elected by MSJC students. The Board's responsibility is to ensure that financial resources of the institution are used to provide a sound educational program. Currently, most Board members have no employment, family, ownership, or other personal financial interests in the college. Annual disclosure statements are submitted, and the Board adheres to a conflict-of-interest policy. Board members' terms of office are staggered to provide continuity [*BP 2010, 2015, 2710, 2715*].

4. Chief Executive Officer

Dr. Richard J. Giese has served as superintendent/president of our college since his appointment by the Board of Trustees in 1999. Due to his retirement, as of August 1, 2005, Dr. Giese will continue as interim superintendent/president during a nationwide search for a replacement. The superintendent/president serves as the secretary to the Board of Trustees [*BP 2210*].

5. Administrative Capacity

Our college employs 25 administrative staff, a sufficient number for providing administrative services necessary for executing the college's mission. All of our administrators have the preparation and experience necessary for their respective roles within the institution [*MSJC Human Resources Department, 2005*].

6. Operational Status

Mt. San Jacinto College is fully operational, with approximately 12,500 students enrolled in courses leading to degrees, certificates, transfer, skill acquisition, and personal growth [*Fact Book 2004*].

7. Degrees

Our institution offers 38 degree and 41 certificate programs [*MSJC Catalog 2004-2005*].

8. Educational Programs

All of MSJC's degree programs are congruent with its mission. The college faculty develops the institution's programs, which are approved by the Curriculum Committee to ensure sufficient length, content, quality, and rigor. The Board of Trustees approves all programs prior to their submission to the California Community Colleges Chancellor's Office (CCCCO) for final acceptance. All degree programs require a minimum of 60 units [BP 4020, 4025].

9. Academic Credit

For lecture classes, each unit of credit equates to one hour of class plus two hours of study per week. For lab courses, each unit is equal to three hours of class per week carried through the term. To receive credit for a course, students must be officially enrolled [MSJC Catalog 2004-2005].

10. Student Learning Achievement

Mt. San Jacinto College publishes program outcome information in its annual catalog. Program descriptions, distinctive features, career alternatives, degree and certificate requirements, and transfer preparation are included for each instructional program. In some cases, MSJC instructional programs lead to external licensure and/or credentials, as in the Nursing program. We maintain student outcomes data within these programs.

11. General Education

All associate degree programs require a minimum number of general education (GE) credits. The GE program ensures breadth of knowledge and promotes intellectual inquiry. General education requirements include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge (physical science, social science, and the humanities). Degree credit for GE programs is consistent with levels of quality and rigor appropriate to higher education [BP 4100].

12. Academic Freedom

Faculty and students are free to examine and present any subject appropriate to their discipline or area of major study as judged by the academic/educational community at large. Mt. San Jacinto College maintains an atmosphere of intellectual freedom and independence [BP 4030].

13. Faculty

As of fall 2004, MSJC had 123 funded full-time faculty positions (which includes a number of replacement positions currently under recruitment). In spring 2005, we approved funding for five full-time faculty positions for fall 2005 hire bringing the total to 128 funded full-time faculty positions. As of fall 2004, we had 378 associate (i.e., part-time) faculty members. Our college faculty generally exceed minimum qualifications as established by regulations. Faculty responsibilities, as delineated by contract and discussed within the Faculty Handbook, include development and review of curricula and assessment of student learning [MSJC Human Resources; MSJC Faculty Handbook].

14. Student Services

Our institution provides a full range of student services and programs, which we publish in the catalog. Mt. San Jacinto College routinely advertises services and programs on its website [www.msjc.edu] and through announcements in classes. Student Services include the following:

- Admissions and Records
- Associated Student Body
- Athletics
- Career and Transfer Center
- Counseling
- Destino (support program for Hispanic and educationally underrepresented students)
- Disabled Students Programs and Services (DSP&S)
- Extended Opportunities Program and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE)
- Financial Aid services
- International student services
- Matriculation
- Student activities and clubs
- Tutorial services
- Veterans Services

15. Admissions

Mt. San Jacinto College is an open-access, public community college. All high school graduates or persons over the age of eighteen are eligible to take courses at our college. Open access extends to all college locations, educational modalities, facilities, services, and courses without established prerequisites. Admissions requirements are stated in the college catalog, the schedule of classes, and on the website.

16. Information and Learning Resources

Our primary information resources are the libraries and Learning Resource Centers, located at both main campuses. Severe budget constraints have not allowed the libraries to keep pace with the purchasing of books and other “hard-copy” documents. The libraries have entered into agreements with electronic resources to ensure quality and breadth of materials in support of MSJC’s educational programs.

17. Financial Resources

While severe state budget cuts have hampered MSJC’s ability to keep up with the population growth of its service area, the college has managed to maintain quality educational programs and services through prudent fiscal management. The district maintains a healthy and prudent minimum 5% reserve [*BP 6200*].

18. Financial Accountability

An independent accounting firm audits the college annually, and the information produced in this audit is made public through an open Board of Trustees meeting, as well as through distribution of reports. Mt. San Jacinto College complies with all financial reporting requirements by the

CCCCO, the State of California, and the U.S. Department of Education [*Chapter 6 of the MSJC Board Policy Manual*].

19. Institutional Planning and Evaluation

We systematically evaluate and publish our effectiveness at accomplishing the institution's purpose as outlined in the mission statement. We engage in master planning and recently began our second five-year planning cycle. Program review is conducted for all Instructional and Student Services programs, and we tie budget development to master planning and program review. Regular reports are given at Board of Trustees meetings and are made public via printed documents and the college intranet [*BP 3250 – to be approved*].

20. Public Information

Mt. San Jacinto College publishes precise and accurate current information in the printed college catalog, in the schedule of classes, and on the website. Such information includes the following [*MSJC Catalog 2004-2005*]:

- General Information (includes contact information, purpose, and objectives).
- Admission Information.
- Student Fees.
- General Regulations (includes policies pertaining to grading, academic honesty, and nondiscrimination).
- Student Services (includes financial aid, EOP&S, and available learning resources).
- Degrees, Certificates & Curricula (includes requirements for graduation, completion, and/or transfer).
- Instructional Programs.
- Course Descriptions (includes a listing of course deactivations).
- District Personnel (includes listing of Board members, administrators, faculty and their degrees, and classified staff).

21. Relations with the Accrediting Commission

Mt. San Jacinto College and its Board of Trustees provide assurances that the college adheres to the eligibility requirements and eligibility standards and policies of the ACCJC, describes itself in identical terms to all our accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities [*BP 3200 – to be approved*].

Recommendations from the 1999 Accreditation Visit

Responses from mid-term report, November 2002

by

The Academic Senate and other college personnel

Update: Spring 2005

Standard 2. Institutional Integrity [now within Standard IV]

Recommendation 2.1: The Team recommends that the college address the issues surrounding timely and accurate communication to internal constituencies within the college and between the campuses, particularly focusing on college-wide decision making and work-in-progress in order to improve support for the planning, budget development, and shared governance processes [Standards 2.1, 10.C.5, 10.C.6].

Response:

We have evolved our internal modes of communication at the college from printed hard copies of items such as newsletters and committee minutes to widespread use of e-mail, the website, and the *inside.msjc.edu* (the intranet), which went online July 2001. These electronic links allow faculty, staff, and students to communicate quickly and freely with each other and between campuses, to engage in lively discussion groups, and to post agendas and minutes of committee meetings in a seamless, paperless process.

The Budget, Curriculum, and Information, Communication, and Technology Committees now post membership lists, meeting minutes, and agendas for future meetings on the intranet, which also offers a message board. Our committees also use campus-wide e-mail to post meeting notices, agendas, and minutes to the campus community. Electronic communication has enhanced the shared governance process by enabling members of our college community to communicate in a more free and timely manner. The increased use of electronic tools has increased the college's information output, resulting in improved college community participation, planning, budget development, and decision making.

E-mail also serves as an in-house electronic newsletter with instant distribution. For example, we distribute press releases to the campus community by e-mail before we release them to news agencies. Because associate faculty do not always have constant access to computers, we also distribute press releases and memos via campus mail and to faculty mailboxes.

Update: Since we wrote the above response in November 2002, college-wide committees have been utilizing Blackboard and the CCCC's CConfer as methods of encouraging broad-based involvement by personnel regardless of their campus location. We have also upgraded and expanded our video link to provide better connections for meetings across sites.

References:

- Board of Trustees Agenda/Minutes
- Budget Committee minutes
- Budget Proposal
- Facilities Committee minutes

- Master Plan Goal Status Report
- Master Plan Reporting and Budget Workshop

Standard 3. Institutional Effectiveness [*relates to all current standards*]

Recommendation 3.1: The Team recommends that the college complete and implement a Master Plan that is integrated with the college budgeting process. The college should clearly delineate the relationships among the Master Plan, the Educational Plan, the Strategic Plan, the Facilities Plan, and program review. The processes, timelines, and results of the master planning process should be clearly and regularly communicated to the college's constituencies (Standards 3.B.1, 3.B.2, 3.B.3, 3.C.1, 3.C.2, 8.5, 9.A.1).

Response:

Our master plan, launched in 1999, serves as our planning foundation for the college in its entirety. All shared governance committees use the master plan as a guide for setting goals and priorities. For example, the goals and priorities established in the education plan, the strategic plan, and the facilities plan, as well as other shared governance committees, fully coincide with the master plan, bringing a cohesive and coordinated planning effort by the college. Student Services was our first college department to use the master plan as its underpinning for program review.

In October 1999, more than 100 MSJC employees and students began the task of preparing a master plan to establish goals for the next five years. We created ten task forces for developing background material and MSJC's vision for the 2000-05 cycle. The ten task forces focused on the following:

- Educational Trends, Partnerships, and Marketing
- Transfer Education
- Career Education
- Student Services – External
- Student Services – Internal
- District Services
- Technology
- District Outreach
- Quality of Life
- Student Access

Each task force recommended goals to be shared with MSJC representatives and community leaders for broader participation and input. In an intensive two-day planning “charrette,” these representatives and community leaders took data and recommendations from the task forces and further defined long-range plans for our institution.

The final product of our college's many months of data gathering, broad-based research, and participation was the Mt. San Jacinto Community College District Master Plan 2000-2005. This master plan has been the key driver in strategic planning and facilities planning. We have redesigned our budgeting process to link program review, the educational plan, the facilities plan, and the master plan.

Since the master plan's publication, we have held periodic sessions for reporting our progress on 36 goals. Initially, quarterly reports were provided to the college community. On a semi-annual basis, we report progress and results in public meetings. For example, we published a written report card in 2002 and distributed it to the entire college community to report the measurable outcomes and achievements of the first two years of the five-year master plan. Future reporting sessions are calendared through 2005.

Unlike previous planning efforts for our college, at the mid-point of the planning effort, the five-year master plan continues to be the key driver for budget allocations, facilities plans, organizational and operational change, and decision making. Progress has been measurable and visible to internal and external college community members.

As a regional leader in economic and educational development, MSJC plays a key role in the development of southwest Riverside County. The direction and commitment outlined in our five-year master plan furthers the district's role as a vital resource to the communities we serve.

Update: In fall 2004, MSJC developed its Master Plan 2004-2009. Using the same charrette process as discussed above, members of the community were involved in developing 36 consolidated goals. This method for developing a master plan laid the groundwork for the accreditation self-study dialogue, and many of the goals from both plans have been used as we worked on developing this Self-Study Report.

References:

- Budget Instructions
- Master Plan 2000-2005
- Master Plan 2000-2005 Progress Report 2002
- Master Plan 2004-2009
- Process and Proposal Documents

Standard 4. Educational Programs [*now within Standard II*]

Recommendation 4.1: *The Team recommends that the college create a connection between non-credit ESL and the English curriculum that allows students to attain their educational goals [Standard 4.A.1].*

Response:

Mt. San Jacinto College hired its first full-time ESL instructor in 1999. In accordance with our Master Plan 2000-2005, we began to create a for-credit ESL course sequence from English 50 to English 56 by forming a connection between non-credit ESL and English. Students articulating from the highest non-credit ESL course are required to take either the credit ESL placement exam (CELSA) or the Accuplacer for appropriate placement in credit ESL or another English course. This initial placement helps to secure retention and success. We have also designed a half-unit credit class that prepares the non-credit ESL population for college. This class assists students in accessing resources and academic support information vital to their success in English courses. Currently, a focus group is streamlining the transition between ESL and English, as well as possible ESL writing course co-requisites for reading courses. Our college

will also be reassessing cut-off scores for the current CELSA and correlating them with entry-level English courses. Our institution's ESL lab support is currently under development and will be housed with the reading lab to ensure student access to tutoring and programs in English and ESL. Our full-time instructor is looking at best-practice models for inclusion of ESL populations into English courses and is also teaching ESL and reading to better facilitate that process. An associate counselor in ESL is working with students to create an educational plan that incorporates English classes early into their educational goals. This counselor also serves as advisor for non-credit ESL students wishing to articulate to credit English courses. We are designing mastery rubrics in English and ESL for transition into English courses upon completion. Finally, to aid student connection to credit English classes, we have incorporated sequential flowcharts of ESL, English, and reading into our schedule of classes.

References:

- Basic Skills Consultant Report Addendum Presentation, July 25, 2002
- ESL Plan
- Visiting Team Report on Basic Skills, June 2002

Standard 4. Educational Programs [*now within Standard II*]

Recommendation 4.2: *The Team recommends that the causes of the high withdrawal rate of basic skills students be identified and measures be instituted to reduce the withdrawal rate and promote student success [Standard 4.A.1, 4.B.2].*

Response:

To respond to this recommendation, our institution implemented a standardized assessment test known as Accuplacer, with prerequisite implementation and continued validation of cut-off scores. We validate assessment scores in English and math for better initial placement of students, with the intention of increasing retention. We have discussed, and will conduct, basic skills exit surveys to determine key persistence factors not being addressed within the classroom or through student support services. Our college has also formed a focus group to examine validation of math and English prerequisites for content disciplines. This should help in placing prepared students in courses requiring college-level skills. The college has instituted a prerequisite challenge process for students, along with a multiple measures assessment during initial college placement. We piloted a Summer Bridge program for basic skills students from five local high schools. We are currently revising this program to garner a bigger audience and to give students a head start in basic skills readiness. Mt. San Jacinto College is also considering the possibility of an online "early alert" process for addressing at-risk basic skills students before they withdraw from courses, and a separate focus group is looking at intervention strategies for high-withdrawal-rate courses. Assessment scores will continue to be revised on a yearly basis.

References:

- English Curriculum Flowchart
- ESL Curriculum Flowchart
- Math Curriculum Flowchart

Standard 5. Student Support and Development [*now within Standard II*]

Recommendation 5.1: The Team recommends that the college immediately implement a systematic Student Services program review process for all departments within the division, so that appropriate, data-based decisions can be made about program efficacy and deployment of human and fiscal resources [Standards 5.3, 5.4, 3.A.4].

Response:

As noted in our prior interim report, we initiated a program review in January 2000 for Counseling/Advisement, Enrollment Services, Financial Aid, Disabled Student Programs and Services, and EOP&S/CARE. The program reviews conducted at that time varied in format at the discretion of each area manager. The reviews generally involved a peer evaluation, a survey of customer satisfaction, or a combination of both.

Since the initial program reviews took place in 2000, several key positions in Student Services have been placed under new leadership. This new leadership includes the vice president; the dean of Matriculation, Outreach, and Student Development; the director of EOP&S/CARE; the Associated Student Body advisor; and a new dean of Counseling and Student Support Services.

The 2001-02 program reviews for Student Services took a slightly different approach than that of the first round. Although based on a similar process of a broad self-assessment, we added some additional evaluation criteria. During fall 2001, in collaboration with our college's director of Research and Development, the respective areas developed initial program plans and objectives. Wherever appropriate, these plans and objectives included measurable outcomes. We developed baselines and intermediate targets to serve as benchmarks. Data collection and analysis are progressing, providing insight into the effectiveness of services in relation to student retention and goal attainment.

In 2002, MSJC conducted program reviews following the aforementioned approach for Athletics, Outreach and Matriculation, Counseling and Guidance, Transfer Center/Articulation, DSP&S, EOP&S/CARE, Enrollment Services, and Financial Aid. Associated Student Body (ASB)/Student Activities underwent a great deal of personnel turnover during the past year, making it impractical to conduct a comprehensive program review. However, we were able to implement a formal planning process. We based the ASB/Student Activities on an informal self-assessment conducted with students, faculty, and administrators. This provided feedback about the needs and weaknesses of the program, as well as recommendations for engaging in initiatives during the coming year. The ASB/Student Activities plan was a product of an off-site retreat conducted with all constituent parties providing feedback and directions for the program's future.

In summary, our latest round of program review demonstrates an evolving process for Student Services program evaluation. It is a process based on a cycle of planning, implementation, and evaluation. Although still in its early stages, the process has allowed for tracking measured progress toward intended goals and outcomes. Our program review also has provided a foundation of data to make informed decisions regarding resource allocation and efficacy of program services and initiatives. We intend to take the assessments and recommendations from these reviews and continue to incorporate them into our formal planning process for Student Services. Preliminary results of the program planning and review process have shown positive

results. We are now able to identify program achievements and deficiencies. The process is also proving effective in planning and measuring success in Student Services initiatives and goal attainment.

The current Student Services model for planning and program review will evolve as each area continues to undergo annual evaluation. A staggered schedule of program review will be initiated within the next academic year, so that each Student Services area undergoes review every two to three years.

References:

(none)

Standard 6. Information and Learning Resources *[now within Standard II]*

Recommendation 6.1: *The Team recommends that the college systematically assess the needs of the Libraries and Learning Centers on both campuses and implement practices that will assure that consistent progress is made toward meeting minimum standards for adequacy of materials and equipment, acquisition and maintenance, accessibility, staffing, financial resources, and evaluation/review of these programs [Standards 6.1, 6.2, 6.3, 6.4, 6.5, 6.7].*

Response:

Assessment of MSJC's library and Learning Resource Center (LRC) needs resulted in the funding of a new building at MVC. This building will house the Learning Resource Center and the Center for Academic Excellence to promote campus-wide skills development at all levels. We have allocated Telecommunications and Technology Infrastructure Program (TTIP) funds to the Learning Resource Centers, along with general fund monies to ensure compliance with all minimum required standards.

Since receiving the above recommendation, each MSJC Learning Resource Center (one at SJC, one at MVC) received \$150,000 at \$50,000 per year (total of \$300,000) to update and upgrade college materials. Additional funding of more than \$40,000 beyond base budgets has been provided for staffing extended operational hours. To further support student research, we have also developed a website for each LRC and have purchased electronic databases, including EBSCO, ProQuest Direct, Lexis-Nexis, Academic Universe, OCLC FirstSearch Collection, Encyclopedia Britannica Online, CINAHL, and Literature Resource Center.

In summary, our college has expanded the nature and operations of our LRCs in a continuing effort to meet the demands of increased enrollment. Funding has been invested in instructional materials, staffing, and the implementation of a new "tracking system" for appropriate reporting of participation in learning activities within the centers to the Chancellor's Office. A new writing center component has been added at MVC. In addition, a math lab component is planned for the San Jacinto campus along with physical changes to expand available space and services.

Update: The groundbreaking for the Menifee Valley Learning Resource Center occurred in March 2005, more than two years behind schedule. This delay was due to the extended time it took for action by the Planning Commission and was outside the control of the college.

However, thanks to creative use of space and the receipt of a federal *Strengthening Hispanic-Serving Institutions* grant, math labs and writing centers have been developed and maintained at both the San Jacinto and Menifee Valley sites. Two additional librarians, one for each campus, were recruited for employment effective fall 2005. As space in new buildings becomes available, funding for additional library acquisitions will be a priority for our college's grant writer.

Reference:

- Integrated Course Outline of Record form

Standard 7. Faculty and Staff [now within Standard III]

Recommendation 7.1: *The Team recommends that the college examine the dual standard of equivalencies for equity [Standard 7.A.3].*

Response:

In response to this recommendation, our college and its Academic Senate identified the revision of MSJC's equivalency policy as a major goal for academic year 1999-00. Through consultation, we revised our equivalency policy, which was adopted by the Board of Trustees on July 13, 2000. The major change in the policy was the recognition that the same standards for equivalencies "shall be used when evaluating all candidates within a discipline, whether the position in question is tenure track, part-time, or temporary." This policy revision eliminated any real or perceived dual standard for considering equivalences for academic staff.

Reference:

- Board of Trustees Agenda, July 13, 2000, re: "Academic Equivalency Policy"

Executive Summary and Abstract for the Accreditation Self-Study

Introduction

The development of the Self-Study Report identified the interrelationship between organizational governance, institutional planning, and the progression toward the integration of student learning outcomes into the organizational culture of the college. The initial steps that were taken in the development of the self-study were made cautiously while consensus was established concerning the structure of the self-study process.

Organizational Governance

The college has developed a strong commitment to a collegial form of institutional governance which encourages a collaborative and participatory approach to governance and institutional decision making. This structure has been formalized in written procedures that identify the shared governance committee structure that include roles, functions, and purpose of the institutional committees. In an effort to comprehensively address the accreditation standards while maintaining a collegial approach to the self-study, the decision was made, after consultation with campus constituent groups, to establish a broad-based Accreditation Steering Committee. That committee's purpose was to serve as the body that would address policy and procedure in the development of the self-study. It was decided by the steering committee that the institution believed that the most effective means of addressing the accreditation standards would be to utilize the established shared governance committee structure. The resultant activity dispersed the accreditation standards to the responsible shared governance committee with the expressed purpose of studying, investigating, and responding to the component of the standard. This methodology significantly expended the institutional participation in the development of the self-study and afforded greater institutional involvement than the steering committee could provide.

Institutional Planning

Mt. San Jacinto College utilizes planning strategies throughout the organization. The college has an overarching master plan which is fully integrated with the mission of the institution. In addition to providing the required planning development required by the State of California, each division utilizes a planning approach to develop an operational direction for the division. Most of the departments within the divisions follow the planning process with the development of departmental plans. As the self-study process began to evolve, it became evident that the various institutional planning activities were integrated into the governance of the college. Established committees and divisional efforts were successful through the use of organized planning efforts. It was recognized that planning and collaborative governance were critical to the establishment and development of an organizational culture that supports a student-learning-outcome environment. While the college has not become constricted by the need for structured planning, we recognize and encourage the importance of a climate that depends upon planning.

Student Learning Outcomes

The accreditation standards upon which the self-study is based created a change for the college that continues to evolve and develop. Change comes slowly before it becomes the fabric of an organization. This has been the case with the integration of the philosophy and practice of

student learning outcomes at the operational level of the college. Part of the journey of discovery has been to study and understand the intent and purpose of a student-learning-outcome environment. The next step has been to identify and integrate the elements of student learning outcomes into the curricula and classroom. Although this developmental process began slowly, it has gained momentum and synergy as campus constituents studied, researched, and understood the elements of a student-learning-outcome environment. Through the self-study development process, departments realized that they had made progress toward the establishment of student learning outcomes in their respective areas. The interdependency between a collaborative governance structure, institutional planning, and the development of student learning outcomes became clear as the development of the self-study progressed. There is additional work needed to continue the development of student learning outcomes throughout the curricula and operational areas. However, there is an understanding and commitment toward achieving the goal of a student learning culture at Mt. San Jacinto College.

Standard I



STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

- A. **Mission:** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
 2. The mission statement is approved by the governing board and published.
 3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
 4. The institution's mission is central to institutional planning and decision making.

Description:

Mission Statement [Standards I.A.1 – 4]

The mission statement of MSJC defines the institution's broad educational purposes, intended student population, and commitment in achieving successful student learning. Mt. San Jacinto College has established diverse student learning programs and services that are aligned with the goals, character, and unique student population of our college. The mission statement has been approved by our college's governing board and has been published. Using the institution's governance and decision-making processes, we review the mission statement on a regular basis and revise it as necessary.

The Board of Trustees adopted the following mission statement on June 6, 2005:

The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

This mission is central to MSJC's institutional planning and decision making. Thus, we are committed to its internal and external communication. Our institution utilizes quantitative and qualitative data analyses and an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which we fulfill our mission.

We publish our mission statement in the college's master plan [*Master Plan 2000-2005, Master Plan 2004-2009*], the college catalog, and schedule of classes [*Mt. San Jacinto College Schedule of Courses, Spring 2005*], and post it on MSJC's website [<http://www.msjc.edu>]. The mission

statement is also posted in public areas throughout the college, such as the libraries, resource centers, and classrooms.

Our mission statement reflects the nature of our community college within its service region and the state educational system. Guided by this mission, MSJC provides educational programs which allow community members to improve their quality of life throughout their lifetimes, compete in the workforce, and/or transfer to other institutions of higher learning. In addition, the college responds to the nature and diversity of its regional population by providing programs for disabled, under-prepared, and gifted students.

The current mission statement was approved by the Board of Trustees after it was developed during the 2004-2009 master plan process. As a culmination of a two-day charrette activity, each of the participating task forces, which were comprised of trustees, faculty members, administrators, classified staff, students, and community leaders, was asked to develop suggestions for a mission statement. These suggestions were then compiled and amalgamated into one statement by a management group consisting of deans of instruction. The statement was then reviewed by constituent groups, including the Academic Senate, the Classified Senate, and the Associated Student Body. The final mission statement was approved by the College Council and the Board of Trustees in 2005.

As an outcome of MSJC's 2004-2009 master plan process charrette, a new mission statement was reviewed and discussed by our college community and was approved by the Board of Trustees in June 2005. This college community included the broad arenas of Instruction, Student Services, Business Services, and Human Resources. Thus, Mt. San Jacinto College aimed to ensure that all sectors of the college worked together under one umbrella, that of the mission statement.

Instructional Services [Standards I.A.1 & 4]

Instructional Services is at the heart of implementation of the mission statement. Many administrators, faculty, and staff in the Instructional Services area were involved in the development of the Master Plan 2000-2005 and the mission statement and are currently involved in preparing a new statement. Our mission statement is central to the planning and implementation of curricula and in providing students with opportunities for general education, transfer coursework, vocational programs, basic skills, tutorial support, community education, and contract services. Budget decisions also are routinely weighed against the multiple components of the mission statement.

Instructional Services Evaluation Process

Instructional Services uses a variety of means to evaluate its effectiveness in meeting student needs and fulfilling the mission of the college. The Fact Book (published by the Office of Research and Development) provides student demographics and transfer and degree statistics [*Fact Book 2004*]. Performance for Excellence (PFE) evaluation reports, student success rate statistics on Nursing Board exams, and third-party measures in areas such as automotive and computer information systems reflect MSJC's power in shuttling students forward into transfer institutions and careers. By evaluating statistics that show how various assessment tests measure student acquisition of language and math skills, we are able to plan for developmental courses.

Student evaluation survey results, coupled with faculty performance reviews, reinforce the effectiveness of our faculty in responding to student needs. Career advisory committees provide information about changes in local job markets. The rapid growth of MSJC's online offerings over the last five years has been a direct result of enrollment and wait list statistics for online courses.

Program Review and Departmental Mission Statements

Mt. San Jacinto College reviews all instructional programs in a five-year instructional program review cycle. As part of the cycle, departments assess how well their programs align with the college's mission statement. They then develop corresponding departmental mission statements. Departments operating under departmental mission statements include the library, Biology, Community Education, and Childhood Development and Education [*Department Mission Statements List*].

Curriculum Committee Evaluation Process

Communication is a fundamental concept in MSJC's curriculum approval process. Curriculum Committee members hold regular dialogues with one another to ensure quality student learning programs. The college's mission is foremost in the minds of the members, as shown by the several committee members who participated in the development of the college's previous two master plans. Curriculum Committee members were also actively involved in reviewing and revising the previous two college mission statements. Thus, MSJC's Curriculum Committee is well aware of the mission statement and its periodic review process for reflecting the needs of students and the community. Furthermore, the committee understands its role in integrating the mission statement to ensure quality courses, programs, certificates, and degrees. To this end, the committee utilizes a technical review checklist [*Curriculum Committee Course Approval/Course Revision Checklist*]. The first criterion on this checklist is an assurance that the item being reviewed by the committee supports the mission of the college.

The Curriculum Committee is faculty driven. Thus, faculty expertise ensures that the creation and revision processes for curricula reflect changes in business and industry. Goals for the development of classes and programs are based on a number of criteria, including MSJC's mission statement, feedback from advisory committees that represent the community, and research from academic fields. These goals emphasize transferability, degree and program completion, and certification for job placement. Faculty involvement at all levels of the curriculum process (curriculum development, review, approval, implementation, and evaluation) is also strongly demonstrated by the committee as evidenced by fully complete meeting minutes.

The Curriculum Committee cites several examples of its effectiveness at addressing student needs. Career education programs and certificates have established many advisory board committees. These committees, composed of faculty, administrators, and industry and business professionals, provide feedback about what students need to be workforce-ready. This advisory committee information is a major portion of the documentation required by the Curriculum Committee for submission of new or revised curricula. Advisory board information may include, but is not limited to, third-party regulations, industry statistics, and locations of existing programs. Overall, MSJC's curriculum design approval process ensures that the career and vocational education needs of our students and their employers are met.

Mt. San Jacinto College's transfer and articulation coordinator serves as a member of the Curriculum Committee, thereby providing the committee with information regarding the expectations of receiving four-year institutions. This information is integrated into decisions surrounding the depth and breadth of courses and which courses should be included in a program sequence. Recommendations for course revisions are also made by the articulation officer based on feedback from receiving four-year institutions. In conjunction with other industry-related data, the college tracks employment statistics of students after they leave the college. This aids in assessing MSJC's effectiveness in meeting students' needs.

Another strength demonstrated by the Curriculum Committee is its ability to measure how well it meets the college's mission. For example, the committee regularly analyzes course sequence and degree pattern completion statistics, student success in courses where prerequisites were added, and the quantity and quality of course and program reviews and revisions submitted by faculty.

The Curriculum Committee at MSJC determines its effectiveness by regularly reviewing statistics related to student transfer and employability, as well as the number of certificates and degrees awarded. In addition, a periodic audit of reviewed and revised courses suggests the committee encourages faculty to support ongoing improvement in MSJC's mission of supporting education at all levels of the community. This internal monitoring process demonstrates this committee's desire to ensure support of the college's mission.

Student Support Services [Standards I.A.1 & 4]

Student Services periodically reviews its programs to ensure compatibility and support for the college mission statement. During summer 2003, the Student Services leadership met off site to develop its own mission statement aligned with MSJC's. In addition, a number of Student Services areas have developed mission statements [*Department Mission Statements List*]. Student Services supports each of the elements below in its mission statement:

- Cultural Enrichment
 - ◆ A variety of programs and student organizations, including Challenge Club, Gay-Straight Alliance, Native Nations, and programs for study abroad.
- Academic and Career Success
 - ◆ Academic counseling services, financial aid information and processing, basic skills assessment, Learning Skills Program, Upward Bound Project for at-risk youth, Destino Project for minority transfer success, College Mentor Program, Eagle Assess Centers for access of online resources for students, and a Career/Transfer Center.
- Diversity of Student Body
 - ◆ Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Phi Theta Kappa honor society, and an intercollegiate athletics program.

Student Services leadership meets weekly and maintains open lines of communication with other sectors of the institution, including shared governance groups that develop related policy. These

include the Student Services Committee, the Curriculum Committee, the Honors Enrichment Committee, and the Diversity Committee. Student Services departments engage in systematic program review on a three-year cycle. To measure success at meeting the college mission, the departments use the Fact Book and internal statistics to gauge transfer success and the effectiveness of procedures such as new online registration and financial aid applications. Student Services actively monitors and responds to student complaints and periodically distributes 10-12 question “point-of-service” surveys to target groups. Past surveys included access to counseling, the counseling needs of student athletes, student satisfaction, and use of online services.

Business Services [Standards I.A.1 & 4]

Business Services has played an active role in the development and revision of MSJC’s mission statement during the last two master plan processes. Business Services also periodically reviews and updates its own mission statement, demonstrating this department’s ownership of the values and ideals contained in the institution’s mission statement. To implement this ownership, the department holds regular meetings to remain current with campus activities and define methods for providing support. Business Services also maintains a working knowledge of the academic calendar and the resulting ebb and flow of funding related to student life. The department actively seeks ways to optimize funding for various student activities and program growth needs, including physical space, technology, and communication tools. For example, the department promoted a new telephone system and computers for faculty and staff, use of Zoomerang (web-based) surveys to determine new and changing college needs, and active involvement of the department’s leadership in decision making at the executive level.

Business Services also uses MSJC’s mission statement to set annual goals for achievement. Each department member participates in the development of department and specialized area goals that directly reflect the goals developed by our college president. Department leadership emphasizes that goals need to reflect the current Master Plan 2004–2009. The goals are a “map to the master plan goals and priorities” [*Becky Elam (vice president of Business Services), interviewed by Janice Noble on January 11, 2005*]. Thus, this department annually reviews the goals and priorities when warranted by internal and external environments.

Finally, Business Services utilizes many resources and tools to determine its success in supporting the college’s mission and effectiveness in supporting student learning. Regular audits of financial documents and processes by independent and state auditors provide feedback on the effectiveness of MSJC’s fiscal practices in supporting and sustaining its goals. Budget compliance monitoring offers feedback on not only how well other sectors manage and allocate funds, but also how funds might be re-allocated in the future as department- and college-wide needs change. Business Services monitors and uses data regarding student numbers throughout the registration time period. Benchmark data provided by San Joaquin Delta College assist Business Services in determining MSJC’s rank with other colleges in various areas. A newly implemented online bargaining database, sponsored by the California Community College League, is used to gain information about statewide salary, negotiation, and bargaining trends, as well as position descriptions. The department uses external consultants to gain specialized information, such as legal advice and a process for successful campaigning for a bond initiative to fund the college’s physical growth. Currently under discussion is the purchase of room-

scheduling software. Business Services supports the use of this software, as the department feels it will increase efficient use of classroom space and more effectively use personnel dedicated to supporting student instruction.

Human Resources [Standards I.A.1 & 4]

Human Resources has also developed its own mission statement, which is published on MSJC's website:

The Human Resources department is committed to providing total quality service by respecting individuals, maintaining integrity, promoting teamwork, and focusing on innovation.

Human Resources ensures that the college fulfills its mission while complying with law. The department supports Instruction and Student Services by ensuring that management, classified and student staff, and faculty meet minimum qualifications, that hiring is accomplished in a responsive and timely fashion, and that "quality of life" is maintained, including safety, freedom from sexual harassment, accommodations for disabilities, and practices which do not discriminate with respect to access, financial aid, or employment.

Human Resources also helps ensure the survivability of the college by avoiding the drain of legal violations and potential lawsuits. The department measures its effectiveness in this and in supporting the mission of the college by keeping legal actions against the college and worker's compensation claims near zero. Success is measured by providing departments with the information and staffing needed to accomplish their functions.

Analysis

Given the demographics and needs of its community, MSJC has created and embraced a clear and appropriate mission statement. The master plan process has ensured college- and community-wide integrated participation in the development and implementation of this mission statement. Our desire for continuing communication and integration of the mission into daily activities is demonstrated by college-wide dialogue about the mission and the creation of numerous departmental mission statements supporting the institutional mission.

Action Plan

AP I.A.1

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

References for Standard IA:

Becky Elam (vice president of Business Services), interviewed by Janice Noble on January 11, 2005.

Curriculum Committee Course Approval/Course Revision Checklist

Department Mission Statements List

Fact Book 2004

Master Plan 2000-2005

Master Plan 2004-2009

Mt. San Jacinto College Catalog 2004-2005

Mt. San Jacinto College Schedule of Courses, Spring 2005

Mt. San Jacinto College website [<http://www.msjc.edu>]

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

- B. Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

Master Plan [Standards I.B.1, 2, & 4]

Master planning is at the heart of institutional planning and effectiveness. Mt. San Jacinto College's Master Plan 2000-2005 has guided all levels of the planning process for the last five years. At the college level, task forces comprised of trustees, faculty, staff, administrators, and students studied each of the 36 goals and facilitated their implementation. Each task force produced periodic reports to the college community, culminating in a comprehensive published

document charting the achievement of each goal in 2002 [*Master Plan 2000-2005 Progress Report*]. Having completed many of the goals, the 2004-2009 master planning process began in fall 2003, following the same pattern as the previous one. Task forces to implement the new goals have been formed.

Notable innovations developed directly from the Master Plan 2000-2005 include the following:

- An **Outreach Program**, in which college student mentors make contact with prospective high school students (Goal 1, Recruitment)
- **Writing and Math Centers** staffed by faculty and student tutors (Goal 11, Academic Basic Skills; Goal 30, Student Attrition Rate)
- **Child Care Centers** on both sites, which also serve as teacher training centers (Goal 12, Child Care Services)
- A **Wellness Center** for students and staff on the San Jacinto Campus (Goal 26, Fitness)
- **Technology enhancements** (Goal 7, Technology), including a significant increase in technologically enhanced “smart” classrooms and online library and research services (Goal 4, Library Services)
- **The dramatic development of a distance education program**, including basic skills and tutoring (Goal 10, Distance Education; Goal 11, Academic Basic Skills)
- **A revamping of the college website and creation of an intranet** to facilitate internal and external communication (Goal 15, Communications; Goal 16, Internal Communications, Goal 35, Web Presence)
- **Eagle Access Centers** which facilitate student use of internal and external online resources (Goal 15, Communications)
- **Online job postings and forms** (Goal 17, Employee Recruitment)

Office of Research and Development [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

Guided by the master plan, college-wide planning and decision making have been based increasingly on quantitative research data. In 2000, MSJC hired a full-time director of Research and Development. The mission statement adopted by the Office of Research and Development describes its functions:

Under the direction and supervision of the Superintendent/President, the Director of Research provides appropriate research design and statistical analysis of data related to a number of campus activities; e.g., long range planning, curriculum development, matriculation, staffing, student enrollment, assessment, retention, and program review. The Office of Research conducts research, prepares reports, and offers leadership in and consultation on areas related to matriculation, assessment, test development and validation, evaluation of student outcomes, accountability, program evaluation, data analysis, design of studies, demographic trends, and surveys
[\[http://www.msjc.edu/research/missionstatement.htm\]](http://www.msjc.edu/research/missionstatement.htm).

In addition to specific reports generated through collaboration with various departments across the institution, the Office of Research and Development provides resources for data and comparison, analyses, and enrollment and transfer statistics, and produces an annual Fact Book, a comprehensive compendium of information about the college which focuses on growth and multiple dimensions of institutional effectiveness. The Office of Research and Development also helps faculty, on an individual basis, in acquiring research data concerning student needs and progress in particular programs to assist the program review process.

The institution has many integrated processes for review of institutional effectiveness. The processes involve dialogue among administrative, certificated, classified, and student constituencies. These processes include the following:

- Recurring and ad hoc task forces created by standing committees or in response to major initiatives such as master planning, and follow-up committees charged with implementing master plan goals.
- Administrative processes, such as institutional program planning, budgeting and implementation, institutional research support, program review, hiring, and faculty and staff evaluation.
- Major college governance committees, such as the College Council, Academic Senate, Curriculum Committee, Student Services Committee, Research Advisory Committee, Honors Enrichment Committee, Faculty Development Committee, Faculty Advancement Committee, Staff Advancement Committee, and Associated Student Body.

The institution sets goals for improving effectiveness through the above-mentioned processes, which include shared governance, program review, and master planning. The college maintains a culture of communication, collaboration, and consensus in achieving goals for greater effectiveness. Quantitative and quality data are provided from a variety of sources, including the local Office of Research and Development and the Chancellor's Office. Assessments made on this data guide process improvement. The institution communicates documented results of institutional effectiveness and process improvement externally through its website and published master plan updates and internally through paper and electronic documents. Master planning and program review processes establish a pattern of recurring evaluation.

Instructional Services [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

Through this group, the curricula of the college are planned, budgeted, and implemented. A central goal of Instructional Services is to develop new tools for scheduling to maximize growth in enrollment and the efficiency of resource allocation, while maintaining the quality of instruction. At the same time, Instruction has worked to meet the needs of a changing job market through the following:

- Developing and revising curricula and programs for degree and certificate credit, noncredit, community, and contract education.
- Expanding the use of technology in instruction, including distance education, improving assessment, and developing reading, writing, language (ESL), and math skills.
- Nurturing the Honors Enrichment Program.
- Taking steps to improve completion and reduce attrition.

Instructional Services uses a variety of means to assess the effectiveness of its achievement of goals. The Fact Book published by the Office of Research and Development provides the following information:

- Student demographics and transfer and degree statistics.
- PFE evaluation reports.
- Career Advisory Committee reports on local job markets.
- Success rates on Nursing Board exams.
- Third-party measures in areas such as automotive and computer information systems.
- Aggregate results of various assessment tests measuring acquisition of language and math skills.
- Datatel reports on course enrollment and completion.
- Databases such as EIS, Clearinghouse, and Benchmark program reports.

Many of these resources are used to determine how Instruction's effectiveness ranks with other schools. References used to determine this effectiveness includes student evaluations, student complaints or grievances, fill rates of classes, and attrition.

Program review, intended to create a comprehensive picture of each department and a set of goals for the future, is conducted on a five-year staggered cycle, overseen by the Program Review Committee. This committee consists of an administrator, several faculty members, and a staff member. In any given year, approximately one-third of all instructional programs are engaged in review. The process changes with each cohort of disciplines traveling through the process, enhancing the value and usefulness of the dialogue. The Program Review Committee continues to adjust its procedures in order to provide Instructional Services with a development plan and comparable data, which can be shared with decision-making bodies for creating and revising curricula, budgeting and hiring faculty, and allocating facilities and equipment. Discussions are under way in the Instructional Services management group to develop a systematic program review at the leadership level.

Currently, the administrative group meets every two weeks, with periodic joint meetings with Student Services leadership. Data from sources mentioned above are routinely used to create new planning and implementation strategies.

Curriculum Committee [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

The Curriculum Committee is an important body for advancing instructional goals. It engages in recurring dialogues regarding its operational goals for the academic year. This process can be found throughout meeting minutes, where the chairperson encourages discussion about goals the committee wishes to accomplish throughout the year. This dialogue offers members the opportunity to respond to newly emerging needs and to refocus efforts on those from which they may have strayed.

The committee uses a variety of resources to support its work. Among these are ASSIST, the statewide curricula database; the Clearinghouse database; and the California Chancellor's Office database (DataMart). Mt. San Jacinto College's Office of Research and Development regularly

supplies additional information to individual departments as they develop discipline-specific curricula. The Fact Book is a useful tool for obtaining information about student demographics and participation in various programs and certificates.

The Curriculum Committee prides itself on its ongoing improvement in increasing its ability to ensure quality education; this ongoing process is a key part of the culture of the committee. The committee's desire to consistently improve its operation is apparent in the significant improvements implemented in the last three years in processes, forms, and formats designed to make submission, review, and approval of curricula more user-friendly. Examples of these improvements include annual reviews and revisions of the Course Outlines of Record, increasingly easy-to-use forms for submitting items to the Curriculum Committee, and improved articulation of the criteria used to perform technical review of curricula. Regular auditing of reviewed and revised curricula provides the committee, faculty, and administration with a valuable tool for determining the currency of all curricula. The committee is comprised of a broad range of active participants dedicated to the committee and student success.

Student Services [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

Student Services is integral to the education process, from recruitment and matriculation to graduation and transfer. The various areas of Student Services have been at the forefront of change at MSJC, especially in terms of meeting master plan goals. The most dramatic changes have come through innovations in technology. The last five years have shown a continual review and improvement of online enrollment, financial aid, and counseling. Eagle Access Centers allow students to access online services and information at the college. Disabled Student Programs and Services has been acquiring technology and software to provide disabled students more efficient and equal access to education.

The hiring of a full-time articulation officer has improved the articulation of courses with four-year institutions through agreements and case-by-case student transfer problems. The articulation officer, who serves on the Curriculum Committee, has a central role in reviewing new and revised curricula to maximize transferability. Student Services has addressed issues of recruitment and retention by creating an Outreach Program, in which student mentors make contact with local high schools. Also, the Associated Student Body reorganized, and a dynamic student-life atmosphere has been encouraged by support for active student organizations such as the Phi Theta Kappa honor society.

Changes in Student Services have occurred over the last five years and reflect a process of openness to feedback through surveys, communication with other departments, a three-year program review cycle, and regular on- and off-site meetings. Data used to improve and expand services range from qualitative suggestion box comments and anecdotal evidence to a range of statistical sources, including the Fact Book, ASSIST, Datatel queries, and the Clearinghouse for information on transfer success. A major effort is under way to augment the measure of student learning outcomes related to student persistence, success, and transfer with other qualitative outcomes related to student life.

As part of the Student Services area, the Associated Student Body (ASB) "is designed to provide opportunities for the development of the social and cultural interests of students, to develop

leadership and responsibility, and to promote college spirit and student morale. All students are encouraged to join and take an active part in some phase of the Associated Student Body. Membership qualifies a student to vote in campus elections, to hold office in student organizations, and to participate in intercollegiate activities and other student activities” [*MSJC Catalog*]. The ASB oversees and encourages the activities of student clubs and organizations [*ASB Club Operations Handbook, Spring 2003*] and periodically reviews policies and procedures. The organization traditionally meets off site during the summer to offer a transition between outgoing and incoming officers and to create goals for the coming academic year. The ASB now also holds a winter planning meeting to assess its progress toward its goals.

Business Services [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

The Business Services department uses a variety of mechanisms to determine its effectiveness at meeting student needs. For example, the department tracks student “hits” on the website and is continuously improving the college’s technology, as evidenced by an increased number of student computer labs, consistency in funding upgrades for those labs, the addition of online registration, and ongoing improvement in processes related to online registration (including increased computers for students to register online at the campus). This support of online registration has resulted in over 80% of our students using the online registration process as an alternative to face-to-face or telephone registration.

Business Services conducted a survey of students and faculty regarding maintenance and operations of the campus. This survey yielded valuable information for the Facilities and Safety Committees. For example, as a result of this survey, lighting and signage in various areas on both campuses were improved.

Business Services looks to external resources to find innovative ways to meet student needs. By consistently networking with other colleges, the department is better able to understand not only the challenges faced by other institutions, but also solutions to those challenges. Regular participation in budget workshops at the state level and in related associations that support information and knowledge sharing has also been important to the department’s overall effectiveness. The department credits its successful fiscal condition over the past five years to this environmental scanning practice.

Other practices used to identify and meet student needs include regular meetings with the ASB and the staff of the bookstore, cafeteria, and Maintenance and Operations. Information from these groups is used to assist in making decisions about funding to support improvements in each of these areas.

While Business Services does not have a departmental mission statement, each sector has developed a statement that guides its individual practices. These statements are reviewed and revised annually.

Judgment about Business Services’ effectiveness is made via regular audits of financial documents, presentations to the Board of Trustees and resulting discussions, and investigation of additional funding sources (such as grants and bonds). The budget development cycle provides concrete evidence of the department’s systematic approach to involving all sectors of the

institution in planning, implementing, controlling, and evaluating the fiscal resources of the college. As evidenced by the annually reviewed and revised budget book, annual budget training, and periodic meetings with sectors throughout the budget year, this department addresses all constituencies in effectively managing and allocating resources, a key element in increasing institutional effectiveness.

Business Services is beginning the exploration of potential mechanisms to complete a formal program review/evaluation process. The leadership of Business Services is exploring four programs with the intention of beginning a periodic review/evaluation of all programs and procedures within the department. Although the department has not completed a formal program review process, individual sectors offer examples of processes and procedures that have been examined and improved based on the investigations. Some of the evidence offered includes improvements in the capabilities of the Print Shop to provide support to faculty and other institutional departments by analyzing its capacity to outside mailing. When the analysis was completed, it was clear the purchase of a new piece of equipment would increase the Print Shop's effectiveness and ability to support departments such as Instruction, Student Services, and the Foundation in a manner not previously possible. Another example was offered by the Information Technology sector, which credits its staff with consistent monitoring and improvement of programs such as online registration and various components of the college website.

Human Resources [Standards I.B.1, 2, 3, 4, 5, 6, & 7]

Several years ago, the college hired a vice president of Human Resources who initiated internal reorganization and the incorporation of a continual improvement process into the culture of the department. The Human Resources staff is cross-trained by rotating job responsibilities. Each staff member develops 15-20 annual goals based on feedback and anecdotal evidence concerning his or her ability to provide accurate and timely information. Staff members maintain an open dialogue with other departments.

Human Resources engages in a process where outcomes are not always specifically measurable. The department strives to reduce the number of complaints, legal actions, and worker's compensation claims to zero. Currently, personnel complaints run as low as one to two a month. Based on safety training needs assessments and education, MSJC has a lower rate of worker's compensation claims than comparable college districts. The department also works to improve and shorten recruitment, hiring, and training processes.

The Human Resources staff uses and publishes a large amount of information, including policy manuals, labor laws, and the Education Code. It also maintains websites related to recruitment and hiring, safety, and campus security. Datatel queries provide accurate information on instructional activity, and Galaxy software allows for increased efficiency in managing payroll and initiating adverse impact analysis for contemplated changes in staffing, leave, and benefits. Changes in the speed of processing associate faculty applications and improvements to associate faculty salaries are examples of the success of process improvement and adverse impact analysis. The 7-8% turnover in associate faculty is low in comparison to that of other institutions. A collective bargaining database facilitates negotiations with the three unions representing tenure-track faculty, associate faculty, and classified staff.

Analysis

Mt. San Jacinto College's master planning process has allowed for great strides in coordinating the energies of the college toward organizational effectiveness. By sharing a common focus, formal dialogue, and increased access to shared information on the college website and intranet, all sectors and departments, key among them Instruction and Student Services, work together to achieve these goals. The Office of Research and Development provides invaluable common data on which to base decisions. Our developing program review process provides a base of comparable information about trends, needs, and assessments of student learning outcomes.

Excellent examples of successful dialogue lie in the curriculum processes. The Curriculum Committee works with dedicated purpose to comply with the intent of Accreditation Standard I regarding institutional mission and effectiveness. Acting as a faculty- and data-driven entity, this committee ensures quality educational programs for meeting student and community needs. The broad-based experience of the committee's membership provides an easy-to-use system that supports quality curricular content, including current and relevant degree and certificate programs.

Another measure of the Curriculum Committee's success is its commitment to continuous improvement of its processes. The evidence for this is found in the evolution of improved forms for submission of curricula and a college-wide perception that the process of submission, review, and approval of curricula has become more user-friendly than in the past. This perception has added to the continuing success of this committee.

Business Services works deliberately to comply with the intent of Accreditation Standard I. Acting to support those departments directly responsible for student learning, Business Services monitors and uses data to support processes that foster student learning and learning outcomes, making data-driven decisions as it seeks additional sources of funding and allocating those resources to support the institution's effort to effectively meet its mission. Business Services is actively engaged in developing and fostering collegial relationships throughout the institution as it seeks to understand individual sectors' funding and resource needs as they relate to student learning and the mission of the college.

To support these endeavors, Business Services has integrated processes to plan, implement, and evaluate the department's goals as they relate to the overall master plan for the college and its mission. The budget cycle is an effective example of the systematic approach this department uses and annually reviews to monitor and evaluate the fiscal success of the institution. This example also offers evidence of the department's ability to effectively communicate the budget process to the Board of Trustees, administration, faculty, and students. While not having completed a formal department-wide review process, the department leaders are able to cite numerous examples of processes and procedures that have been reviewed and revised to improve support for other sectors and student learning.

Mt. San Jacinto College is deficient in possessing a formal process to assess its evaluation mechanisms. This gap does not allow us to review the effectiveness of our various evaluation schema.

Action Plans

AP I.B.1

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

AP I.B.2

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

References for Standard IB:

ASB Club Operations Handbook, Spring 2003

Associated Student Body Constitution <http://www.msjc.edu/asb/constitution.htm>

Department Mission Statements List

Fact Book 2004

Master Plan 2000-2005

Master Plan 2000-2005 Progress Report

Master Plan 2004-2009

Mt. San Jacinto College Catalog 2004-2005

Mt. San Jacinto College Schedule of Courses, Spring 2005

Mt. San Jacinto College website <http://www.msjc.edu>

Standard II



**STANDARD II:
STUDENT LEARNING PROGRAMS AND SERVICES**

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

- A. Instructional Programs:** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.
- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**
 - c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**
 - 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**
 - a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**
 - b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**
 - c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

- e. **The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**
 - f. **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**
 - g. **If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**
 - h. **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**
 - i. **The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**
3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**
 - b. **A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**
 - c. **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**
4. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**
5. **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**
6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

- a. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**
 - b. **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**
 - c. **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**
7. **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**
- a. **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**
 - b. **The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**
 - c. **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Not applicable to Mt. San Jacinto College.***
8. **Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies. *Not applicable to Mt. San Jacinto College.***

Description

As stated in Standard I, the mission of Mt. San Jacinto College establishes the direction and emphasis of programs we offer. Instructional programs, including those that lead to transfer, associate degrees, certificates, employment, and lifelong learning, are built on the foundational mission of the college. The Curriculum Committee and program review are guided by the mission of the college and are fundamental in strengthening and improving instructional programs.

In addition to classes offered at its two main sites, MSJC provides classes at many off-campus sites, including the following:

- Temecula Centers 1 and 2
- Hemet Fire Training Center
- Diamond Valley Golf Course

- Nuview Elementary School
- Workforce Development Center
- Cherry Hills Golf Course
- Eastern Municipal Water District
- Wheatfield Park
- Elsinore Valley Municipal Water District
- Over 30 hospitals, skilled nursing facilities, medical clinics, and counseling centers serving as sites for clinical instruction required in A.D.N., V.N., A.D.S. and Medical Assistant programs [*Schedule of Classes, Spring 2005, pp. 51, 97*].

Student Preparedness [Standard II.A.1]

Research indicates that approximately 50% of students enrolled at MSJC are under prepared to successfully participate in college-level classes. Students who graduate from district-area high schools have a lower rate of college attendance (34.2% in 2001-02) than that of Riverside County (38.3%) and the State of California (50.6%). The level of educational achievement is also low. According to year 2000 census information, of those in MSJC's service area who were 25 years of age or older, only 21% had an associate's degree or higher, and 22% had less than a high school diploma. Courses in foundational skills are available for students needing additional support before enrolling in transfer-level courses. At the developmental level, MSJC offers courses in two English (three levels), reading (two levels), math (three levels), learning disabilities (two levels), and ESL (non-credit and credit offerings) [*Master Plan 2004-2009, p. 41*].

Mt. San Jacinto College offers 51 instructional programs [*MSJC Catalog 2004-2005*] to meet the needs of a diverse student body. Each geographic area identified in the Mt. San Jacinto Community College District has different demographics and educational needs [*Fact Book 2004, pp. 14-15*]. The college provides instructional programs to meet these diverse educational needs by offering programs leading to transfer and/or associate degrees and career education programs leading to employment concentrations and certificates. Non-credit community classes offer further opportunities to start or continue educational goals. Faculty and staff of each campus and center (including online education) work together to provide quality instructional programs and services for all students attending the college, relying on the Master Plan 2004-2009 as a roadmap for fulfilling the college's vision.

We developed 33 master plan goals to address the needs of our community. An example of this is seen in Goals 1 and 3, which focused on increasing transfer success and transfer communication/coordination. These goals were based on the fact that "[t]he number of students transferring to CSU and UC universities increased annually from 1997-98 to 2001-02 (55% overall). During 2002-03, the number of CSU and UC transfers decreased 5%" [*Fact Book 2004, p. 52*]. Other goals include developing measurable core competencies to increase retention and success, improving career life planning and career education, developing external partnerships, continuing to develop learning and library resources, expanding access to technology, integrating foundational skills, and integrating general education through student-centered learning models across the curriculum.

Student Service [Standards II.A.1, 2, and 6]

The counseling faculty and staff at MSJC provide an open, accessible, and sensitive environment for students, potential students, college staff, and the community. Counseling faculty provide career counseling, academic counseling, personal counseling, crisis intervention, and student advocacy to students from a wide array of cultures, linguistic backgrounds, socioeconomic circumstances, learning and physical disabilities, ages, and sexual orientations. The counseling staff refer students to the Career Center, the Transfer Center, Child Development and Teacher Training Centers, Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), Job Connect/CalWORKS Program, Disabled Students Programs and Services (DSP&S), Financial Aid, the Learning Resource Center, faculty members, staff, administrators, and off-campus agencies for assistance.

A top priority for MSJC is to prepare students for transfer. Students have access to counselors on both main campuses and at the Temecula Valley Center. Students are assisted with career planning (to identify transfer and major interests), academic counseling (to develop and execute educational plans for successful transfer), and personal counseling. Counselors are supported by excellent resources in the Career Transfer Center.

The required student orientation, available in English and Spanish, is another effort to enhance preparedness prior to registering for classes. The orientation can be taken online or as a regular face-to-face class that lasts approximately two hours. Topics covered in both orientation formats include using counseling and student services resources, developing a transfer education plan, accessing information in the catalog, and understanding enrollment procedures (e.g., how to add and drop classes).

The DSP&S assists students with disabilities in gaining maximum access to college curricula and programs while attaining their academic and vocational goals. Additionally, DSP&S assists instructors in making learning material available in alternate formats to students. Examples include adaptation of texts and handouts into Braille, audio, electronic text, and large-font print for students with visual impairments and learning disabilities, American Sign Language (ASL) and oral transliteration of spoken lessons/lectures for deaf or hard-of-hearing students, and use of a computer-assisted note-taking (CAN) system. This latter system involves a lapel microphone for the instructor and a laptop equipped with speech-recognition software to record lectures for students with hearing impairment and/or physical inability to write lecture notes. Each of these alternate methods provides greater access to course materials and educational opportunities for community members with disabilities and enhances the diversity of our student body. The college assisted 714 students through the DSP&S program in 2003-04. That number is more than double the students assisted in 1998-99. The number of students requesting DSP&S services has increased over the past seven academic years [*Fact Book 2004, p. 46*].

The EOP&S offers special services to educationally and economically disadvantaged students. Some of the services provided include priority registration and assistance; personal, vocational, and academic counseling; tutoring; and financial assistance. An off-shoot of EOP&S is the Cooperative Agencies Resources for Education (CARE), which assists single parents in achieving their educational goals and enhancing their employability. In 2003-04, the college

assisted 656 students through the EOP&S and CARE programs. That number was lower than the previous three years (averaging 741 students/year) [*Fact Book 2004, p. 45*].

The Job Connect/CalWORKS program works with students who are parents receiving cash aid from welfare and needing to meet work and education participation requirements. The program provides specific academic advisement, work-study funding, and child care assistance and coordination.

Low-income and first-generation college students are also supported in learning by the Upward Bound project (UB). Added in 2004, UB works with 9th and 10th grade students from three local schools—San Jacinto High School, Mountain View Continuation High School, and the Noli Indian School—with historically low college attendance rates.

In addition to these programs, the college Career Education Special Projects office, in partnership with the Department of Matriculation and Outreach, developed an effective outreach project in 2003-04 that continues today. This program enhances outreach efforts for potential special population students, providing career and technical education advisement, as well as basic information on student services and financial aid programs, to professionals working with youth or adults. The concept involves a train-the-trainer model and includes an extensive resource manual filled with college information, including the college catalog and current schedule. Since its inception in 2003, this outreach training has served over 100 local professionals, including high school counselors, social service agency representatives, and staff of community-based and faith-based organizations. This model provides low-cost, effective outreach training to professionals who can then train colleagues in their own agencies or schools.

Student Services also conducts assessment of math and writing competencies for purposes of placement. For appropriate students, assessment of learning disabilities is conducted by the Learning Skills Program.

Instruction [Standards II.A.1, 2, 5, 6, & 7]

Mt. San Jacinto College offers a variety of instructional programs scheduled and structured to meet the personal needs of students. Courses are offered in a standard semester timeframe (17 weeks) during the day, evening, and on weekends. In addition, MSJC offers FasTrac, late-start, online, short-term, and off-cycle sections to meet the needs of our diverse student body. All courses, regardless of scheduling format, meet the requirements and standards established by the college.

Several instructional programs are designed to ensure success and to enhance students' educational experiences. One such program, Honors Enrichment, provides opportunities for students who arrive at MSJC prepared for additional challenges and exploration beyond normal coursework. Students complete five honors courses in at least three disciplines. This program provides one-on-one relationships with professors, interaction with other honors students, participation in honors conferences, and publication opportunities.

With an increasing diversity in student demographics at MSJC, additional special programs have been created. One such program is the Destino program, “an academic, counseling, and

leadership program at SJC that prepares students to succeed in the university environment” [MSJC Catalog 2004-2005, p. 54]. Destino counselors meet with students individually and assist them in academic and career planning as well as with personal concerns. The project offers a multicultural curriculum, sponsors trips to university and college campuses, and hosts invited lecturers and professionals who bring their expertise to the classroom.

In support of the MSJC mission to provide lifelong learning, the Community and Continuing Education department offers a substantial array of courses, including contract education and workforce development. Non-credit courses in the areas of ESL, Adult Basic Education (ABE), General Education Diploma (GED), and citizenship exist across the district, support students in their transition to college and the workplace, and improve family literacy. Orientation, assessment, and counseling are provided to students through Community Education, and the services provided significantly mirror the credit program matriculation processes. Other non-credit classes are focused on older adult community members and offer enrichment opportunities in support of quality of life. The non-credit program represents over 4000 enrollments per year. Community Education annually offers over 350 fee-based classes in the areas of arts and recreation, health and fitness, business and career development, computer technology training, and College for Kids. Many of the courses are offered online. These fee-based classes are advertised through a schedule distributed three times annually, and for their convenience community members can enroll in these courses via the web, mail, fax, phone, or in person.

Contract education is negotiated with individual businesses and provides specialized training for workforce development. The college has offered training in cooperation with leading employers in the district, including city entities and local hospitals.

Instructional programs also address faculty preparedness. In order that faculty may expand their knowledge and abilities to respond to the learning needs of their students, MSJC requires each full-time faculty member to participate in at least 42 hours of FLEX (flexible calendar/professional development) per school year. Associate faculty may be compensated for FLEX activity proportionate to their teaching load. Through FLEX, instructors are able to share ideas and knowledge, and reflect on and improve teaching methodologies. The FLEX Committee has increased offerings for professional development, supplied online links to educational opportunities, and surveyed faculty to help determine the committee’s agenda of activities, workshops, and speakers.

U.S. Department of Education *Strengthening Hispanic-Serving Institutions* funding allowed for the opening of the Faculty Resource Center (FRC) in fall 2004, with a dedicated space on SJC and weekly activities at both SJC and MVC. The FRC’s mission is to provide opportunities for faculty to learn skills that will help them improve student-centered education in the classroom. Faculty Resource Center activities are coordinated by an FRC coordinator, who is a faculty member. The FRC ensures that faculty at MSJC receive ongoing training and assistance with course technology and teaching techniques. The FRC maintains a website complete with an up-to-date calendar of classes and activities, links to online resources, research reports, and notification of conferences. Example classes include “Why Online Courses? A collegial discussion with online teachers, online students, administrators, and opponents”; “Understanding

by Design: Designing a unit of study using principles of backwards design”; “Creating and Managing Discussion Forums in Blackboard”; and “Alternative Assessments.”

Mt. San Jacinto College faculty provide instruction in a variety of delivery modes designed to be appropriate to the curriculum and to meet the learning styles and needs of its diverse student body. Integrated course outlines of record reflect numerous methods of instructional delivery, which include the following:

- Lecture
- Drills and exercises
- Laboratory
- Audio-visual presentations
- Reports and papers
- Demonstration
- Studio performance and critique
- Guided learning
- Discussion (in class and/or computer-based)
- Field trips
- Cooperative and/or collaborative group work
- Computer-assisted instruction
- Work experience
- Directed study
- Independent study

Attainment of learning is assessed in a variety of ways including written tests, quizzes, observations of performance, applications and synthesis of information, and self-evaluation.

In response to the changing needs of MSJC's students, a distance education curriculum was implemented in 1997 with our first telecourses. In 2001, MSJC shifted from telecourses to online courses. Since the start of the online program in 2001, the program has grown 2600% (from 3 to 78 sections) [Fact Book 2004]. The online program continues to grow as students fill online classes early in the registration process.

Advanced technologies are not only used for online instruction but are also deployed in other learning environments. For example, the Blackboard Learning System is employed in many traditional classes to facilitate faculty postings and student communication. Additionally, smart classroom technology (Internet-wired classrooms with a computer and projector) adds to the variety of delivery modes and supports the diverse learning styles of students. MSJC currently has 20 (seven at SJC, thirteen at MVC) permanent smart classroom systems and numerous portable systems with Internet connection capability in additional classrooms.

Career and technical education programs maintain state-of-the-art computer classrooms and technology labs to enhance student learning. At each of the two main campuses, four computer classrooms and a lab serve the Business Education and CIS programs. Multimedia and digital photography classes share two additional technology classrooms. The Automotive department includes smart classroom technology and a student computer lab. The Nursing program also has

a computer lab for students as well as smart classrooms. A state-of-the-art technology lab is also available in the Audio Technology program. Finally, the Child Development and Education Centers on each campus have smart classrooms, student computer labs, and state-of-the-art observation rooms available in the adult classroom and main facility. All of these technology resources help to maintain the high standards the faculty has set to support student learning in these programs.

In support of instruction, the Math Learning Center opened at the San Jacinto campus in fall 2003 and is scheduled to open at the Menifee Valley campus in 2005. Writing centers opened at Menifee Valley in fall 2003 and at San Jacinto in fall 2004. All centers offer assistance free of charge onsite and online. No appointments are necessary. Computers are available for academic support and word processing. A virtual writing assistant is available online weeknights until 9:00 p.m. and on Saturdays.

Assessment/Evaluation/Course Objectives [Standards II.A.1 & 2]

The institution has made an effort to develop a consistent, rigorous procedure for developing and revising courses. Currently, the standards by which students are evaluated for achievement of general education goals are placed at the course level. In most cases, assessment is section-specific rather than uniform across all sections of a specific course. Although the institutional and state definitions of grading standards and the approved Integrated Course Outline of Record lend consistency to content, method, and standards for assessment within a given group of instructors for the same course, variation between sections may exist. In fact, during campus-wide faculty meetings, faculty were asked whether or not program- and course-level exams were used in their disciplines. Only a handful of departments responded in the affirmative; these included Spanish, photography, theatre, and audio technology. In all cases, the exams were described as course-level exams and not program-level exams.

Certainly, courses, certificates, and degrees at the college reflect strong input from appropriate stakeholders, but at the time of this writing, no consistent effort has emerged to define or implement student learning outcomes (SLOs) as a new feature in the curriculum development process. Of particular note, the Master Plan 2004-2009 produced 33 institutional goals, 13 of which related to instructional programs. No student learning outcomes have been established within the committee network that is meeting to make plans for accomplishment of these instructional goals.

To address this, our institution is initiating outcomes-based assessment and planning. Course objectives are required on all course outlines. The college has begun dialogue on student learning outcomes (SLOs) at the program level, with the hope that continua will emerge, binding together course, programmatic, and institutional (degree- and certificate-level) SLOs. The faculty was introduced to the concept of SLOs at a FLEX activity in January 2004. In fall 2004, some departmental discussions began to identify SLOs specific to courses and/or programs.

In February 2005, MSJC sponsored four faculty members to attend a workshop on SLOs. Those faculty returned to the campus and participated in FLEX activities on April 21 to assist additional faculty in the process of SLO development at the course and program levels. Independent of this activity, some departments have begun discussion of identifying SLOs.

Individual faculty are working to identify how certain models for SLOs are utilized in current programs. For example, the Career Education shared governance committee has looked at models and discussed current examples applicable to our needs. The Nursing department has identified the connection with SLOs and current RN and LVN curricula as both programs have identified terminal objectives and the relationship between outcomes and certification testing. In April 2005, the Allied Health department held a one-day retreat and discussed this topic. The Biology department has also identified SLOs for all non-major biology courses and is now focusing on a specific assessment of outcomes for Biology 115, Topics in Biology. The Child Development and Education department has started the process with discussions resulting in the writing of its vision, its mission, and an initial identification of departmental values.

Assessment and evaluation suggestions that correspond with stated course objectives are currently required for all new and revised course outlines of record. Currently, assessment and evaluation are unique to each instructor and are based on the outline of record. Student learning outcome assessment and feedback loops are not in place at present. Therefore, SLO assessment results are not used with any consistent or discernable impact on courses or programs. The feedback loop that exists is within the program review process, which currently does not include SLOs.

A current problem at MSJC is an apparent deviation from outlines of record by individual faculty members. In certain instances, the personal convictions of faculty members appear to diverge from the professionally accepted views in that discipline, at least insofar as the integrated course outlines of record are meant to capture and reflect accepted, professional views. For example, in the SJC Math department some instructors do not cover all of the course objectives as specified in the course outline of record and choose to substitute proscribed items with elective topics of their choosing.

Deviations from the proscribed objectives have been reported in several disciplines and exist inter- and intra-campus. Especially troubling are reports of English and math faculty members not collaborating in outline revision and not teaching to the resulting outline of record's methods, content, and/or objectives.

Curriculum Committee and Program Review [Standards II.A.1 & 2]

The effectiveness of all instructional courses and programs is determined through three distinct processes: the Curriculum Committee, program review, and career advisory committees. At the course level, the Curriculum Committee approves curricula which are integrated in terms of objectives, content, instruction methods, and evaluation methods. The program review process evaluates programs in a six-year cycle. During the cycle, each course outline's relevance, appropriateness, and currency are evaluated by faculty. Both program review and the career advisory committee processes ensure that curricula remain current.

The Curriculum Committee, a shared governance committee, reports to the Academic Senate. The committee is composed of representatives from key constituencies, including faculty, administration, classified staff, and students. The majority of its members are faculty (16 in total: 13 representing 13 clusters, one at-large, one counselor, and one liaison from the Educational Technology Committee). The Curriculum Committee scrutinizes course outlines of

record to ensure they are designed to produce measurable course objectives. Each course is reviewed by the Technical Review Committee, and changes are made before the course is placed on the Curriculum Committee agenda. New courses and major revisions require two reads. Minor revisions and distance education addenda require one read. Once the courses are approved by the Curriculum Committee, they are placed on the Board of Trustees agenda for final approval. Faculty-written course syllabi reflect the grading procedures and awarding of course credit (grades). Working with the Career Advisory Committee, the MSJC transfer and articulation coordinator, and resources from other colleges and universities, departments develop courses that reflect trends and standards in the workplace and higher education. Faculty members have the primary responsibility for writing and revising courses and programs.

New and revised course outlines are available in a public forum by their placement on Blackboard for faculty review prior to Curriculum Committee approval. Approval by the Curriculum Committee is based on rigor and appropriateness within the discipline, degree pattern, and transfer agreements. Rigor is ensured by Curriculum Committee guidelines found on the Curriculum Committee's website [<http://www.msjc.edu/currcomm/>]. At least half of all course objectives must reflect critical thinking outcomes; that is, they must reflect Bloom's levels of analysis, synthesis, or evaluation. The outline of record must include college-level reading materials. Sample representative assignments must demonstrate that critical thinking, learning objectives, and college-level reading are being conducted within the course.

Beginning with the 1999-00 academic year, the Curriculum Committee initiated the Integrated Course Outline of Record, which required all approved outlines for credit and non-credit, and new and revised courses, to list the following:

- Course objectives written in behavioral terms.
- Specific topics of course content.
- Methods of instruction designed to facilitate attainment of behavioral outcomes.
- Methods of evaluation designed to measure attainment of the outcomes specified by the course objectives.

Curricula are initiated by faculty members. Before curricula are approved, they are scrutinized by relevant department chairs, deans, and faculty cluster representatives on the Curriculum Committee. The committee developed a process of technical review, which ensures that, by the time a course is approved to go to the Board of Trustees, learning objectives are written in behavioral terms and methods of evaluation are clearly designed to measure those objectives.

Program review is conducted by a committee comprised of a dean, faculty members, and—new this year—a classified staff member. Programs are reviewed every six years on a staggered cycle. One of the charges of program review is to ensure that course outlines are reviewed and up to date in terms of the approved outline of record. Recommendations are made to write new courses which meet changing program demands for transfer or career, revise courses which are not integrated or not synchronized with current practice, and deactivate courses which no longer fit program goals. A central component of the program review process, for example, is to conduct research into a major area related to the effectiveness of the program. In initial training for the program review process, departments are asked to brainstorm areas of potential

improvement. Specific changes and improvements resulting from these processes include, but are not limited to, an institutional decision to hire two new librarians for the 2005-06 school year. Changes in curricula, specifically an emphasis on employment writing skills, were made in the Computer Science/Office Technology programs as a result of employer input to the Career Advisory Committee.

In the career education area, specific student learning outcomes are developed in relation to the needs of area businesses and the requirements of third-party licensing agencies. Career education faculty receive input from two advisory committees. One advisory committee is the Career Advisory Committee, which meets twice a year. This committee serves as an overarching advisory and coordination process for activities of all occupational programs. As part of shared governance, this committee is guided by co-chair representation by the dean of Instruction, Career Education and Categorical Programs, and a faculty co-chair selected each year by the members. The committee includes a representative from the Classified Senate.

In addition, each career education program meets regularly with a discipline-specific group comprised of faculty, working professionals, and other qualified community members. These advisory committees provide faculty with information on the latest trends and requirements of industry, review and provide input on new program development, and frequently serve as sources of internships for students. The college has active advisory committees for over 15 career education disciplines. Over 50% of the members of each committee represent the local business community and are otherwise not connected to the college. During academic years 2003-04 and 2004-05, this balance of participation was achieved in all our committees. Committee membership is actively recruited through economic and workforce development contacts, faculty referrals, and volunteers from local chambers of commerce. Marketing of the advisory committees takes place continually and includes a recruitment brochure and an annual broadcast mailing through the Employment Development Department.

In addition to the actual advisory committee meetings, many departments use industry surveys to obtain specific information on hiring trends and necessary qualifications. This is particularly useful when major program updates are being planned or when undertaking planning for new certificate programs.

Assessment of learning outcomes in career education is conducted in a number of ways, though implementation of SLOs is just beginning. Career education is further along in identification of SLOs for career programs than are the academic programs. In the advisory, program development, and program review processes, all career education programs rely on local labor market information. Learning outcomes for many disciplines are established by third-party regulatory agencies, such as the State Board of Registered Nursing and the Board of Vocational Nursing. Business-related programs, such as Business Education, Multimedia, and Computer Information Systems, are built to meet the certification standards established by industry. All career education programs at MSJC are developed with a focus on employment. Therefore, industry input and outcomes are of primary importance. Once SLOs are identified, more uniform systematic data gathering can be initiated and will potentially become a part of program review.

Faculty [Standards II.A.1, 2, & 7]

High-quality instruction begins with faculty recruitment and hiring, and, upon hiring of faculty, continues with a faculty evaluation process. Full-time faculty hiring committees include an instructional dean, a discipline-related faculty co-chair, a classified employee, and other college faculty members appointed by the Academic Senate. Candidates are screened based on discipline and teaching qualifications and are extensively interviewed prior to selection. Once hired, full-time faculty members are evaluated each year for the first four, ultimately ending in a tenure decision in the fourth year. After tenure, full-time faculty members are evaluated every six semesters.

Associate faculty members are hired through a less-extensive interview process involving the department chair of the area and the instructional dean. Candidates are screened based on discipline and teaching qualifications. Once associate faculty members are hired, they are evaluated in the first semester of service and every six semesters thereafter.

The evaluation process is conducted by teams of faculty, which include the member's instructional dean and, most often, department chairs. The evaluation process includes classroom observations, review of course materials, student evaluation surveys, and, in the case of associate faculty, a required self-evaluation. This part of the evaluation process is optional for full-time faculty. The focus of first-year full-time faculty and all associate faculty is classroom teaching quality. Team meetings during the evaluative process are characterized by dialogue and development of goals for teaching improvement.

Following a full-time tenure-track faculty member's first year of employment, additional areas of faculty performance expectations are involved. They include participation in college committees and maintenance of currency in the member's specific discipline. This is met through FLEX activities, professional organization participation, journal reading, and research.

Some faculty members in academic disciplines have been involved in IMPAC, a statewide initiative to facilitate the consistency of community college and university course and program offerings and outcomes. The Office of Research and Development collects and analyzes the extent of course, certificate, and degree completion, as well as the success of job placement and transfer to four-year institutions.

Requirements for Degrees and Certificates [Standards II.A.4, 5, & 6]

Requirements for AA/AS degrees and certificates are established by faculty in consultation with college constituencies. In fall 2000, the Board of Trustees approved a new AA/AS pattern after two years of dialogue among faculty members. In addition to the four areas defined in the California Education Code, the degree pattern mandates that graduates will have broad knowledge and integrative backgrounds in the sciences, social sciences, humanities, language and reasoning, healthful living, multicultural/gender studies, communication, math, and reading. All degree-applicable courses are required to meet standards of critical thinking and college-level reading.

Effective, ethical citizenship is addressed both through coursework (in the graduation requirement of a multicultural/gender studies course and either a U.S. history course, through

direct observation/participation requirements in some political science courses, or in student government coursework) and through many opportunities for political, humanitarian, and charitable involvement fostered through the college club and/or co-curricular activities. The classified employees, in particular, should be commended for modeling this behavior in their many charitable endeavors. Currently, no separate requirement or assessment is in place regarding this area.

Programs are approved based on a logical sequence of courses, which builds knowledge and skill competencies in the field. Time-to-completion is systematically evaluated in relation to degree, program, and certificate requirements. Appropriate prerequisites are advocated within sequences of courses in a program.

Degrees and certificates are awarded based on the systematic completion of a set of course alternatives as proscribed in the AA/AS and certificate patterns published in the college catalog. Prior to the award of any degree or certificate, the student's transcript is evaluated by professionals in Student Services to ensure that all college requirements are met.

All curricula are initiated and developed by faculty, and the development and approval processes ensure that general education courses comply with California Education Code and local requirements. The process also ensures that opportunities for inclusion in Intersegmental General Education Transfer Curriculum (IGETC) and CSU general education agreements are considered. In the great majority of courses, recurrent updating has ensured that course outlines approved as meeting general education requirements for the associate degree patterns convey knowledge of basic content and methods associated with the general education areas delineated in the associate degree requirements.

Mt. San Jacinto College offers AA/AS degrees that require either concentration within specific academic disciplines or an established interdisciplinary core. Goal 21 in MSJC's Master Plan 2004-2009 deals specifically with development of interdisciplinary programs in career education. The MSJC 2004-05 catalog (p. 65) states that all degrees require 24 general education units and 18 defined major units along with elective units, for a minimum total of 60 units.

The major units in the degree pattern may be in the eight academic programs that offer a focused AA or AS degree in their discipline. In general, these disciplines provide a broad sequence, ranging from introductory to more focused courses. These programs are art, audio technology, dance, music, musical theater, physical education, theater arts, and math. Alternatively, major units may be a focused study in a particular interdisciplinary area, as in the AS in humanities, the AS in social/behavioral science, and the AS in mathematics/science.

During the present 2004-05 curriculum cycle, two interdisciplinary transfer degrees are pending approval. The AA degree in graphic design includes coursework in not only art, but also multimedia and photography. The AS degree in environmental studies emphasizes five areas: ecology/conservation, water/soil technologies and environmental engineering, physical and earth sciences, laboratory technologies and environmental health and safety, and environmental law and policy. Each emphasis requires interdisciplinary coursework selected from biology, geography/GIS, chemistry, environmental science, water technology, engineering, geology,

astronomy, physics, anatomy, economics, communications, history, earth science, automotive, and golf course/turf management.

Each of MSJC's 22 vocational programs leads to at least one Certificate of Achievement. These certificates provide the educational experiences necessary to give the student occupational competence as well as credit toward an AA or AS degree in that area. These programs include 18-43 units of focused study; for example, child development and education includes 43 units, as it has its own particular licensing requirements. The AS degree in nursing, which also has licensing requirements, has its own pattern, distinct from MSJC's general education requirements. This degree concentrates its coursework in the sciences and specific nursing units, yet requires completion of higher levels than the basic general education requirement in English and math, as well as coursework in social and behavioral sciences, language and rationality, the humanities, and physical education and healthful living.

As of fall 2004, MSJC has 26 certificate and degree patterns in more than 20 occupational disciplines, spread throughout the Career Education department. Certificate programs provide educational experiences that give students occupational competence and credit toward the AA or AS degrees. A list of certificates and degree patterns follows:

Audio Technology	Golf Course/Turf Management
Administration of Justice	Legal Assistant
Alcohol and Drug Studies	Management/Supervision
Automotive/Transportation Technology	Medical Assisting
Business Administration	Multimedia
Business Administration: Small Business	Musical Theatre
Operations	Nursing: Licensed Vocational Nurse
Child Development and Education	Office Administration
Computer Information Systems CIS General Track	Office Administration/Clerical
CIS Internet Authoring	Office Administration/Technician
CIS Networking	Office Administration/Microsoft Applications
CIS Programming	Specialist
Engineering: Drafting Technology	Photography
Fire Technology	Real Estate
Geographic Information Systems	Technical Theatre
Gerontology	Water Technology

MSJC also offers a variety of specializations in different subject areas that can be earned over a few semesters and result in locally approved certificates of completion in the form of Employment Concentration Certificates (ECCs). These certificates provide entry-level career preparation and credit toward a certificate or degree. They are found in the following subject areas:

Accounting/Tax Preparation	Geographic Information Systems
Administration of Justice	Gerontology
Administration of Justice/Corrections	Golf Course/Turf Management
Alcohol and Drug Studies/Dual Diagnosis	Legal Office Support
Automotive/Transportation Technology	Multimedia
Child Development and Education	Certified Nurse Assistant/Home Health Aide
Computer Information Systems	Human Services
Engineering	

Of the current 26 occupational certificate and degree programs, at least 12 also meet third-party regulatory requirements. Some of these programs, such as Nursing, Water Technology, and Administration of Justice, are guided by third-party regulatory mandates. Other programs, such as Real Estate, CIS, and Business Education, voluntarily work to meet requirements set by industry standards or vendor certifications.

In areas of mandated third-party regulation, there is frequently a reporting process of success that clearly documents that students are being well prepared to enter the workforce. The best example of this is the State Board of Registered Nursing (BRN), which maintains annual pass rates depicted by the college. This information has been readily available for the last several years through the BRN website and consistently shows MSJC students maintaining a pass rate of over 90%.

Another example of the value of industry-specific advisory committees in preparing students to meet the technical and professional competencies required in business is the use of occupational internships. Based on feedback from advisory committees that students sometimes lacked the understanding of real-world time deadlines, occupational certificate programs began to increase the opportunities for internships and practicum experiences. Several programs have developed courses designed to closely mirror the work demands in business environments. Examples include MUL 114, Production Management, and MUL 124, Digital Photography Production. In addition, since 2002, occupational internships have increased in all our certificate programs. While it is not always possible to track the direct link of internships to regular employment, anecdotal evidence from many faculty indicate successful placements.

Communication [Standard II.A.6]

Mt. San Jacinto College ensures that students and prospective students receive clear, consistent, and accurate information about educational courses, programs, and transfer policies through a variety of services, including the course catalog, schedule of classes, college websites, and program-specific brochures.

The catalog provides comprehensive information about MSJC's programs that relates to general requirements for the Associate of Arts and Associate of Science degrees. The catalog categorizes AA/AS requirements by sections:

- Program Description
- Distinctive Features
- Career Alternatives
- Degree
- Certificates
- Employment Concentrations
- Transfer Preparation

Additionally, the catalog indicates transfer and articulation to UC and CSU, transfer curricula, general education-breadth agreements for transfer, non-transferable courses, and a California Articulation Number (CAN).

The catalog is updated annually to reflect the current degree and certificate programs, course requirements and offerings, program descriptions, and prerequisites. The catalog is reviewed by the Office of Instruction, academic departments (faculty), Student Services, and Community Education and Workforce Development.

The schedule of classes offers critical information related to subject, course description, class title, units, prerequisites, transfer to UC/CSU, date, time, place, faculty, and delivery of instruction. The schedule of classes is published three times a year and is reviewed by the Office of Instruction, academic departments (faculty), Student Services, and Community Education and Workforce Development.

The college website [www.msjc.edu] includes the catalog and schedule of classes, and users may easily browse the following areas:

- College Information
- Instructional Programs
- Academic Resources
- Student Services
- Schedule of Classes
- Apply for Admission
- www.msjc.edu (formerly EagleAdvisor)
- MSJC Online Education

The Curriculum Committee agenda is sent to all faculty, administrators, and management personnel as an information item. Updated course outlines are available on the school website, as well as the public drive for college faculty and staff. Instructors use the course outlines to create specific course syllabi and distribute them to their students at the beginning of each course. A course syllabus is also submitted to the Office of Instruction and department chair at the beginning of each semester. Mt. San Jacinto College's online courses follow the course outlines, as do hybrid/online addenda, which include student learning objectives in a technology setting.

New faculty and associate faculty receive the integrated course outline and sample syllabi from the discipline to facilitate preparation of their courses. A faculty handbook and associate faculty orientation packet are provided, and professional development workshops supplement these documents with sessions on available faculty resources, enrollment services, syllabus writing, and professional growth opportunities.

In some programs, students need access to very detailed information prior to choosing a major. For example, in the Nursing and Allied Health programs, a pre-enrollment nursing information workshop is held regularly on each campus. These no-cost, two-hour workshops provide students with all necessary information on licensing requirements and prerequisites prior to application to the Nursing program. Scheduled approximately 18 times a year on each campus, these workshops guide students step by step to prepare for application to the Nursing programs. Students may follow up individually with the workshop leader for advisement or to plan for program admission. The nursing information workshop is mandatory for anyone planning to

enroll in one of the college's nursing programs. This ensures that all nursing students have clear, consistent, and accurate information about program requirements.

Transfer-of-credit policies and information are detailed in the transfer guide section of the college catalog. Transfer programs, transfer and articulation, IGETC, and CSU-GE are printed in the catalog for easy access and convenience. In addition, the catalog describes the course numbering system and how the numbering system relates to transferable courses. As listed in the 2004-2005 catalog, MSJC has identified 91 courses as qualified CAN courses.

All course descriptions in the catalog include information related to CSU and/or UC transfers and CAN designators for qualified courses. CAN-qualified courses transfer to all CSU and California Community Colleges (CCCs) which have the same qualifier. Information brochures, catalogs, and educational plans outlining information about specific requirements for many majors are available in general counseling, the Career/Transfer Center, and EOP&S at the San Jacinto and Menifee Valley sites.

Information was received in March 2005 indicating that CSU will replace CAN numbers in the future with CSU transfer course numbers. These transfer course numbers will be conveyed to community colleges through ASSIST and CSUMentor. Program information at MSJC will be modified accordingly as information is received.

During the program review process, enrollment and FTE data are analyzed (section efficiency, section count by department, section count by location, section academic performance, and FTES by enrollment and department) to help identify courses that might need to be revised and/or deactivated. When a course is revised, appropriate program descriptions are revised as well. When a course is deactivated, it is removed from the catalog, schedule, and website. To eliminate a major or make changes in the major requirements, a request must be processed through the Curriculum Committee, the Technical Review Committee, and the Board of Trustees. Changes are made in the preceding academic year for an effective date of the next year's catalog, beginning July 1. The Curriculum Committee is currently reviewing program deactivation processes.

When programs are eliminated or modified, students are notified of these changes by their current course instructors, department, counselors, course schedule, and catalog. Under these circumstances, every effort is made by counseling and teaching faculty to assist students in completing their program of study. During the school years of 2000 through 2002, such an effort supported biology students in completing their major courses when a curriculum change was approved.

Our school reviews its institutional policies, procedures, and publications regularly (or more frequently for those documents that may need reprinting) to ensure accuracy and integrity in all representations of its mission, programs, and services. The catalog is reviewed and updated annually by the Office of Instruction, Enrollment Services, Financial Aid, Student Services, the Office of Matriculation, faculty department chairs, a curriculum specialist, and the articulation officer for the following information:

- General Information
- Admission Information
- Records
- General Regulations
- Student Services
- Degrees, Certificates, and Curricula
- Instructional Program
- Course Descriptions
- District Personnel

The MSJC Office of Public Information and Marketing is responsible for liaison with the public and the press, sports information, college publications, advertising in local media, campus photography, and the MSJC website. The office is also responsible for compliance with the California Public Records Act and the national Freedom of Information Act.

Public Information works closely with departments to produce accurate brochures, newsletters, and departmental publications that reflect well upon the college. The Marketing Committee, which includes two faculty members, two students, two classified staff, and a representative from Student Services, reviews the mission, programs, and budget of the Office of Public Information and Marketing. According to the Master Plan 2004-2009 Goal 26, a “formal marketing council with representatives from all sectors of the college, business, and community organizations” will be formed in the near future. Its goal will be to “develop an outreach/marketing strategy with quality control through appropriate collaboration and evaluation.” Formation of the new council is now in the discussion stage with existing Marketing Committee members. Plans to broaden the committee with public members from the community are called for by the MSJC master plan.

The college website [www.msjc.edu] is updated continuously and provides students, faculty, staff, administrators, and the community with a comprehensive range of information, such as course offerings, the schedule of classes, college information, academic resources, program services and information, online orientation, online application, online registration, employment opportunities, news and events, and links to other student web services. Website and technology committees, such as the Information, Communication, and Technology Committee (ICTC) and the Marketing Committee, monitor policy changes and review the website for accuracy. The college intranet provides faculty, staff, and administrators access to campus resources, campus calendars, department directories, shared governance committees, and forms.

Every effort is made to provide information on student achievements to the public. One link, the SRTK (Student Right to Know) website [<http://srtk.cccco.edu/941/00index.htm>], provides information related to the student transfer, graduation, retention, and success rates. Most of the information is provided through the Office of Research and Development website [<http://www.msjc.edu/research/index.htm>].

Transfer [Standard II.A.6]

Counselors help students formulate an educational plan and map out their transfer process, including major requirements using ASSIST, CollegeSource, CSU-GE, and IGETC. Counselors review the prerequisites and equivalences for courses with students. In addition, students are

assisted with planning, assessing, and implementing long-range career/academic goals. Students are referred to the Career/Transfer Center to access and use career software, such as Eureka, to determine career choices. The Career/Transfer Center invites representatives from other institutions to MSJC to hold workshops, schedule appointments, and participate in college fairs. The DSP&S hosts their counterparts from local transfer institutions to discuss transfer issues specific to students with disabilities.

The college has initiated, and continues to update, transfer agreements with four-year colleges and universities, articulating with UC schools on an annual basis and twice annually with CSU schools. As of the 2003-04 school year, MSJC has articulation agreements with 17 private institutions, 17 CSUs, and ten UCs. In addition, as of fall 2004, articulation agreements have been established for the top 20 majors to all existing UC schools. According to the ASSIST Articulation Database Summary (2003-04), with 22 public universities reporting, MSJC has 632 major preparation agreements with UC and 709 major preparation agreements with CSU. Our institution also has 280 department agreements with UC and 512 department agreements with CSU. Additionally, 17 private universities are reporting 54 articulated majors and ten General Education articulations [*Master Plan 2004-2009, p. 38*]. Mt. San Jacinto College also has specific transfer agreements with UC Riverside (guaranteed admission), UC Santa Cruz through GATE (guaranteed admission), UCLA through TAP Honors Program, and CSU San Marcos through the Pathways Program.

At the request of a transcript evaluator, faculty review course information from transferring institutions to ensure comparability to MSJC courses. For transfer, the transfer and articulation coordinator regularly reviews the transfer status of courses, with special attention being paid to the local four-year institutions. The transfer and articulation coordinator often assists individual students in their transfer plans when they encounter challenges by specific programs and/or schools. When a specific articulation agreement has not been established, the transfer and articulation coordinator assists students in their transfer, specifically in transferring to an out-of-state college or university. At the end of each instructional program, the transfer preparation allows students to determine the courses they need to earn a degree, as well as to ensure course transferability.

The counselors, in conjunction with the evaluators and faculty of specific departments, are responsible for determining which courses transfer to MSJC from other institutions. The articulation officers at the transfer institutions are responsible for preparing the articulation agreements between MSJC and the transfer schools. Official transcripts must be submitted and a Request for Evaluation of Transcript must be completed in order for transfer credits to be counted. The college has purchased, and is now using, Document Managing Solutions by Hershey Systems in which transcripts are scanned into student records. The transcript information is then exported to a degree-audit program that automatically evaluates classes. Students with foreign transcripts are referred to an outside evaluation agency before official transcripts are sent to Enrollment Services.

Policies [Standard II.A.7]

Mt. San Jacinto College maintains a commitment to academic freedom, responsibility, and student academic honesty. Those policies can be found in the printed catalog, the online catalog,

Board Policy Manual, the Faculty Handbook, and throughout the college website. During the 2004-05 school year, statements for academic freedom and professional ethics were approved by the Board of Trustees. The MSJC Faculty Handbook for fall 2004 is posted on the school website but does not contain any comment about academic freedom or professional ethics.

To some extent, student evaluations gather student opinions on how well faculty distinguish between personal conviction and professionally accepted views. Three questions on the current MSJC student evaluation might be relevant to this standard, and a sampling of student responses was analyzed. This sample was drawn from 51 class sections during the fall 2004 semester and 31 class sections during spring 2005. Each question was rated on a scale of 1 to 5, where 5 represents strong agreement. The results are as follows:

	Fall 2004	Spring 2005
19. The instructor was open to other views.	4.42	4.67
20. The instructor raised questions for discussion in class.	4.39	4.57
21. The instructor encouraged students to think for themselves.	4.47	4.66

Beyond student evaluations, little formal opportunity or methodology gleans how well faculty distinguish between personal conviction and professionally accepted views in the discipline.

The catalog contains the Student Code of Conduct, which includes a statement that cheating, plagiarism, or engaging in other academic dishonesty will result in disciplinary action including, but not limited to, removal, suspension, or expulsion of a student. All student disciplinary policies regarding dishonesty are currently under review. The Faculty Handbook contains possible steps faculty members may choose to follow when they discover cheating. Currently, a Violation of Student Code of Conduct form is available for faculty to report student misconduct. Additionally, the College's Student Code of Conduct provides a framework for students to develop and apply personal and civic responsibility. The code incorporates the development and application of personal and academic integrity, respect for property rights (intellectual, personal, and public) and tolerance for individual expression and behavior in a learning environment free from harassment and intimidation.

Faculty are keenly aware of the increased opportunities for plagiarism via the Internet, in the forms of source components (data and other evidence) and entire papers which can be readily downloaded. To counter these risks, the college has purchased access to the website www.turnitin.com. About 35 faculty members requested accounts; not all of them use them. The faculty have been informed about this site for over four years through the MSJC@academy. The MVC English department sponsored plagiarism workshops in spring 2005.

MSJC does not have specific codes of conduct for staff, faculty, administrators, and students toward worldviews. We do not assign ourselves to a specific belief or worldview. We encourage learning and exploring all beliefs and worldviews and respecting differing opinions.

Analysis

Instructional planning in transfer and/or associate degree programs, career education, and non-credit community education meets the mission of MSJC. Through program review, the content and effectiveness of each academic program is assessed every five years on a staggered cycle. The review evaluates whether educational plan goals are being met, assesses student success, and supplies data to support long-range planning. New programs and course proposals submitted to the Curriculum Committee go through a process that ensures they reflect the mission and needs of the college and its student population.

Our college has shown responsiveness to the communities it serves by actively seeking information and input. It identifies the needs of its students through a variety of means. The assessment process during admittance and orientation is mandatory for all students and is used to evaluate their preparedness. Students needing remedial or basic skills classes are identified and placed in the proper level of math and English courses to ensure success at the foundational level before they pursue college-level math and English. Advisory committees from local businesses are a fundamental part of career education and are used to identify the needs of the programs, as well as provide possible internships and other opportunities. Finally, two master plans (2000-2005 and 2004-2009) have been written and implemented since the last accreditation through a collaborative effort between the district and community participants.

The college recognizes the need for data collection and analysis and, as a result, hired a director of Research and Development in 2000. The Office of Research and Development describes its charge as conducting research, preparing reports, and offering leadership consultation in areas related to matriculation, assessment, demographic trends, and surveys. While much research data has been generated in the past eight years, additional research is needed to support instructional planning.

We have a diverse faculty that utilizes a variety of delivery methods to reach students with different learning styles and needs. Since 2001, the college has experienced an exponential growth in course offerings in distance education, especially online classes. For the past five years, our Academic Resource Centers have been evolving to better address student needs. Writing centers exist on both the Menifee and San Jacinto campuses, and the San Jacinto campus has a math center. Since we are still in the developmental stage of restructuring our Academic Resource Centers, we plan to use information gathered from these centers to expand a reading center and a center for ESL. There is also a need for other discipline-specific centers.

The curriculum process relies primarily on faculty expertise and advisory-committee assistance in developing the competencies and outcome expectations for courses, certificates, programs, and degrees. The program review model establishes a standard cycle by which discipline-based elements are reviewed, and curricular activity reflects a tendency to review and update curricula more frequently than the review cycles.

The college can point to several strong aspects worthy of commendation. In career education, the integration of broad and ongoing Career Advisory Committee input has allowed faculty to produce vibrant, current programs, and has created pathways that are rapidly producing new

certificate and degree programs emphasizing collaboration between academic and career fields. Third-party certification of several programs provides a regular feedback mechanism for quality control and utilization of information from (and occasional direct participation in) such state-level groups/processes as CCCCAN (history) and IMPAC (business, communications, anthropology), which continues to ensure that the transfer courses and programs are effective at fostering the student achievement desired.

At the same time, it must be stated that these efforts and feedback loops are essentially dealing with traditional definitions of objectives. They do not yet reflect a consistent, college-wide dialogue on student learning outcomes beyond those that may have emerged in the course of traditional curriculum development and follow-up. A review of current program review structure and focus, curriculum approval standards, and the activity of the Office of Research and Development reveals that, while some small groups of faculty members have begun the debate about defining and measuring student learning outcomes, the process is not apparent in sector-wide, campus-wide, or college-wide discussions as of this writing.

The Curriculum Committee has established procedures for faculty to follow in establishing instructional courses and programs. However, we still need to fine-tune the program review process and continue development of student learning outcomes. The Curriculum Committee is well-organized and ensures that the faculty take the central role in bringing forth curricula, including all course revisions, new courses, and programs. The Curriculum Committee performs bi-annual reviews on the structure and procedures of the committee. Although the makeup for membership on the committee is designed to have representation from members of each cluster to provide college-wide input, there has not been 100% cluster representation at all meetings.

The current model being used for program review is dynamic. Concerns have been expressed that the information gathered from this process is not visibly tied to institutional planning or the college budget. Although the opportunity to participate in this process has been made available to all programs and departments, some faculty members have chosen not to participate.

At this time, most assessment of student learning is done within courses as part of the student grading process. Instructors are mandated to evaluate achievement of the learning objectives using a variety of methods set forth and approved in the outline of record. Various departments, notably English, establish rubrics for assessment. The math department has evaluated placement assessments and will repeat this in 2005 as the process is validated. Discussion has begun in that department on using standard assessments at each level of the discipline to correlate with placement assessments. The major's biology series and BIOL 115 have been using the same materials for text and laboratory, and instructors have agreed to embed several outcome-based questions into their final exams. All instructors will use standard questions that will be reviewed and revised as needed after evaluation of students' answers. Biology majors use a lab notebook and reports for student learning and assessment, as well as a student presentation and research project. The microbiology sections all require an unknown identification as part of the course and a lab practicum demonstrating safe and appropriate lab techniques.

Career Education uses a variety of methods to ensure consistent measurement of student learning at the course and program levels. Successful completers of the Vocational Nursing and

Registered Nursing programs are prepared to take the appropriate examination for licensure in the State of California. In recent years, MSJC students have consistently demonstrated high pass rates for both the NCLEX-PN for VN students and the NCLEX-RN for ADS students. According to the California Board of Vocational Nursing and Psychiatric Technicians, the MSJC NCLEX-PN pass rates for first-time testers has averaged over 92% for the last five years. The California Board of Registered Nursing NCLEX-RN pass rates for first-time testers has averaged 89.5% over the last five years and consistently above 92% for the last three years. The NCLEX is just one example of student outcomes in career education programs that are evaluated by third-party regulatory agencies or industry standards. Other examples include the Automotive/Transportation Technology program being certified to meet the standards of the National Automotive Technician Educational Foundation (NATEF) and thus preparing students to test for certification through the National Institute for Automotive Service Excellence (ASE). The Child Development Education program prepares students to meet the Title XXII and California Education Code licensing requirements and prepares successful students to apply for Child Development permits. Mt. San Jacinto College's participation as a Microsoft Authorized Academic Training Program (AATP) and CISCO Regional Academy provides successful students the opportunity to prepare for industry-recognized certification exams. Finally, the Menifee campus is a Sylvan Authorized Prometric Testing Center.

While almost all career education programs meet similar third-party or industry standards, not all have the ability to successfully track student success rates, as is seen in the state-administered NCLEX-PN and NCLEX-RN. Because of the difficulty in tracking test results from outside sources, not all programs have easy access to the results of student certifications and testing to assist departments' evaluation of successful student learning outcomes.

The quality of faculty is evident in several aspects. Educational preparation is exceptional, due to the high percentage of faculty who are doctorally prepared upon hire, and the majority of faculty who enrich their knowledge and experience through further education. Evaluation materials, maintained by Human Resources, reflect evidence of a valuable evaluation experience through which faculty obtain positive feedback to continue their learning and growing processes. In addition, the college faculty are involved in professional development, such as journal reading, research, national and local conference attendance, publication, and presentations.

The faculty-driven Curriculum Committee is generally viewed as an effective process for curricular review and improvement. The committee maintains a highly efficient and organized process for evaluating new and existing courses and programs. During the technical review process of new and revised course outlines, the committee utilizes the Blackboard system to allow multiple faculty to give critical analyses and feedback in a public forum.

Additionally, the program review process is thorough and provides insight needed for program change and improvement. However, its link to institutional planning is unclear.

College faculty excel at their employment of a variety of teaching innovations to ensure their instructional techniques target the diverse learning styles of the student body. The peer evaluation process examines, as one of its criteria, the instructional methodologies being used. Student feedback is received through student surveys at the time of faculty evaluation, as well as

through individual classroom assessment techniques (CAT) employed by a number of faculty. Successful course completion and student grades give some indication of the appropriateness of the methods used to deliver instruction. The Office of Research and Development collects such data and reports it in the annual MSJC Fact Book. A limitation to effectiveness of teaching methodology is the aging, low-tech environments of some classrooms.

The master planning process has been effective in directing institutional planning since 2000 but has not focused specifically on student learning outcomes. The college recognizes that, while student learning outcomes are integrated in a number of its career programs and courses, little evidence suggests their implementation in academic areas.

Campus usage of course-level exams can best be described as being done on an ad hoc basis, and where and how they are used is driven primarily by the faculty who are teaching the specific courses. In some instances, course-level exams are employed on one campus, but not the other (e.g., Spanish).

Faculty generally assign passing grades according to the ability of the student to demonstrate proficiency of the curriculum-approved course objectives, stated in each course outline/syllabus. Course outlines of record include information on methods of evaluation. Each semester, instructors submit to the Office of Instruction copies of course syllabi that include information on evaluation. The faculty evaluation processes strive to ensure integrity is maintained in the evaluation for credit. The Career Advisory Committee verifies course objectives as meeting accepted norms within careers, and the articulation agreements with universities document the equivalencies with higher education.

Program-stated learning outcomes are in the form of proscribed lists of courses to be completed. When specific student learning outcomes are defined at the course level, successful completion of such courses will indicate successful completion of the program-stated outcomes. As transcripts are evaluated for these course completions, the resultant degree is awarded based on those outcomes.

The college is creating, maintaining, and periodically updating requirements with reference to state, district, and third-party mandates, although outcome and standard review may vary from section to section. Courses are scrutinized for currency and relevance to the general field of inquiry. The college has not incorporated service learning into graduation requirements. Discussion of that possible component has not taken place.

There is a clear advantage to using active, industry-specific advisory committees to advise each occupational certificate program on the current needs and requirements of business and industry. The advantage is seen in every area of program development and continuous improvement of curricula, equipment recommendations, and partnering in occupational internships.

One specific example of the advisory process in curriculum development is the addition of higher-level writing skills in many programs. Based on feedback received from advisory committees in many disciplines, we have incorporated higher-level writing assignments in many certificates. One example was the development of BADM 104, Business Communications, a

three-unit course that meets the college English requirement, yet is taught in the context of business English, communication, and writing that is reflective of the needs of businesses that would employ students completing a certificate in one of our Business Education areas.

One continuing challenge is the ability to track the employment success of students consistently. Although clear evidence of employment exists in some fields, such as nursing, tracking placement is difficult in other areas, such as for those students completing a certificate in business administration. The tracking of student success in employment is complicated by the fact that the college found it necessary to eliminate the Job Placement Center in 2003. While each campus has a Transfer/Career Center, the position of the job placement specialist, who works to place students in employment and follows up on their success, no longer exists.

Program information is consistent and available in the catalog, online, and through the Counseling department. Transfer policy information is consistent across the board. Current courses and program descriptions do not include student learning outcomes but will in the future. The faculty has the ability to expand knowledge of student learning outcomes through staff development opportunities. The Curriculum Committee is discussing the possibility of inclusion of specific student learning outcomes within each official course outline. For example, in outline section 6.1, “Distinctive Features” may be changed to “Student Learning Outcomes.”

With the inclusion of the Hershey system, official transcripts from other institutions are scanned, evaluated, and articulated. Thus, time needed for the evaluation process is drastically reduced.

Mt. San Jacinto College is doing well in pursuing the concept of a marketing council. Consistency in communication is being improved internally. The college has implemented the “MyMSJC” web portal, an online course management system designed to transform the Internet into a powerful environment for the educational system. Faculty and students will have access to course information, grades, enrollment status, and communication through a secure online format.

As MSJC continues to grow, ensuring academic integrity of the teaching-learning process needs to be kept intact. Significant departure from outlines of record, especially in English and math, threaten the consistency of student readiness for subsequent coursework. The integrity of these core programs can undermine prerequisite structures. This matter cannot be ignored.

The college’s position on dishonesty is clearly stated in the catalog and Faculty Handbook. The actions a faculty member may directly take when identifying cheating or plagiarism are also found in the Faculty Handbook. Faculty awareness of www.turnitin.com may not be widespread.

Action Plans

AP II.A.1

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

AP II.A.2

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

AP II.A.3

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

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

AP II.A.4

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

AP II.A.5

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

AP II.A.6

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

AP II.A.7

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

AP II.A.8

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

AP II.A.9

Develop guidelines and materials to facilitate a consistent process for the recruitment, planning, and documentation of career education advisory committee meetings. Not every advisory committee is coordinated through a single office. Thus, our college

should develop a uniform process, and the campus intranet could be used to effectively deploy department materials and sample documents.

AP II.A.10

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

AP II.A.11

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

AP II.A.12

Consider re-establishing the Job Placement Center.

AP II.A.13

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

AP II.A.14

Develop guidelines for the selection of appropriate course materials.

AP II.A.15

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

AP II.A.16

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

References for Standard IIA:

Articulation Services website: www.csumentor.edu
Associate Faculty Handbook
Associate Faculty Orientation Packet
Blackboard website: my.msjc.edu
Board Policy AP 4025
Brochure on Career Education Advisory Committees
Career Advisory Committee Meeting Folder
Career Advisory Committee minutes, 1999-2004
Career Advisory Website: www.msjc.edu/careers/advisory.htm
Communication Workers of America Contract, pp. 8-10
Community Education and Services Schedule of Classes
Counseling Program brochures
Course Outline record
Course Outline record website: P/Instruct/curriculum/course outline of record listing
Course Syllabi
Curriculum Committee Minutes website: P/Instruct/curriculum minutes
Curriculum Committee Procedures
Curriculum Committee website: www.msjc.edu/currcomm
Evaluation Process Memorandum of Understanding dated 10/30/01
Fact Book 2002 and Fact Book 2004 website: www.msjc.edu/research/factbook.htm
Faculty Association (CTA/NEA) Contract, pp. 30-32
Faculty Handbook and website: www.msjc.edu/studentlearning/fachb0405.pdf
Faculty Program Review website: www.msjc.edu/faculty/programreview
Master Plan 2000-2005
Master Plan 2004-2009
MSJC Career Transfer Center website: www.msjc.edu/ctc
MSJC Catalog 2004-2005
MSJC Catalogs 1999 through 2005
MSJC CollegeSource website: www.collegesource.org/home.asp
MSJC Consolidated Goals 2004-2009
MSJC Counseling Orientation website: www.msjc.edu/counseling/orientation.htm
MSJC Counseling Services website: www.msjc.edu/counseling/services.htm
MSJC Disabled Students Program and Services website: www.msjc.edu/dsps
MSJC Diversity website: www.msjc.edu/diversity
MSJC Eagle Information System website: <http://eis.msjc.edu/>
MSJC Extended Opportunity Program and Services Care website: www.msjc.edu/eops/care.htm
MSJC Extended Opportunity Program and Services website: www.msjc.edu/eops
MSJC Faculty Resources Center website: www.msjc.edu/frc
MSJC FLEX schedules and website: www.msjc.edu/flex/start.html
MSJC General Information Career Transfer Assistance website: www.assist.org
MSJC Honors Enrichment Program brochure
MSJC Schedule of Classes 2004-05
MSJC Upward Bound website: www.msjc.edu/upwardbound
MSJC website: www.msjc.edu

MSJC Writing Center website: www.msjc.edu/wrc

Office of Research and Development website: <http://www.msjc.edu/research/index.htm>

Program Review Handbook

Samples of currently used planning documents

Student Right to Know) website: <http://srk.cccco.edu/941/00index.htm>

Train-the-Trainer Resource Manual

**STANDARD II:
STUDENT LEARNING PROGRAMS AND SERVICES**

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

B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
2. The institution provides a catalogue for its constituencies with precise, accurate, and current information concerning the following:
 - a. **General information:**

Official name, address(es), telephone number(s), and website address of the institution	Academic freedom statement
Educational mission	Available student financial aid
Course, program, and degree offerings	Available learning resources
Academic calendar and program length	Names and degrees of administrators and faculty
	Names of governing board members
 - b. **Requirements:**

Admissions	Degrees, certificates, graduation, and transfer
Student fees and other financial obligations	
 - c. **Major policies affecting students:**

Academic regulations, including academic honesty	Grievance and complaint procedures
Nondiscrimination	Sexual harassment
Acceptance of transfer credits	Refund of fees
 - d. Locations or publications where other policies may be found
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

- c. **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**
 - d. **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**
 - e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**
 - f. **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**
4. **The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Description

Mt. San Jacinto College has a long history of providing comprehensive student support services. All Student Services departments undergo a program review every three to four years that identifies each department's current status, trends, student needs, effectiveness in meeting those needs, and areas for improvement. We incorporate program review results and interim feedback, as well as overall goals from MSJC's master plan, within the Student Services planning process. In addition to program review, many departments undergo review from outside regulatory agencies through federal and state audits or statistical reporting requirements. Student Services departments regularly interact with other colleges at the regional level to stay current in regulatory requirements and compare best practices. Student Services utilizes student suggestion boxes and satisfaction surveys in each of its departments to assess student needs and respond to student concerns. Within Student Services, each department conducts regular staff meetings. Student Services deans meet weekly to coordinate services; they meet bi-monthly with instructional deans.

Both main campuses offer a variety of student support services. The Temecula site offers a limited range of services. However, the Menifee Valley campus is in proximity to Temecula for additional services. Online services are available to all students interested in matriculating to the college. Students can access admissions, orientation, financial aid, and registration services on the MSJC website, which includes forms that can be downloaded or submitted electronically.

Articulation [Standards II.B.1 & 3]

Mt. San Jacinto College's Articulation department supports counseling services and individual students with the process of transferring to baccalaureate-level colleges and universities. Articulation information is consolidated into convenient, centralized locations on each campus. Articulation provides continual development and maintenance of agreements between MSJC and baccalaureate institutions across the state, along with several out-of-state colleges. The department routinely forwards updated information to appropriate MSJC personnel. Such information includes evaluations of current transfer and articulation information (such as course

updates, prerequisite changes, major preparation changes, and state policy changes) and regional and state issues as they occur.

At both main campuses, the transfer and articulation coordinator meets with faculty to answer curriculum questions, offers group and individualized training, conducts workshops, and provides access to library and technological resources. To ensure successful transfer to a four-year institution, the transfer and articulation coordinator also disseminates information to students at SJC, MVC, and Temecula through written updates, meetings with students, and Internet resources (such as the MSJC Career/Transfer Center webpages, hyperlinks to colleges and universities, ASSIST, CAN, CSUMentor, UC Pathways, CollegeSource, EUREKA, and FAFSA).

Career/Transfer Center [Standard II.B.1 & 3]

As a support service for the Counseling department, the Career/Transfer Center fosters academic, career, and lifelong learning programs of the college. Career/Transfer Centers are located on both main campuses. Career services include career education, career assessments, and employment-related activities. Transfer services focus on the process of transferring to baccalaureate-level colleges, universities, and other institutions. Services support student learning by serving students, staff, faculty, and the community.

The Career/Transfer Center offers and coordinates a variety of career assessments. Assessment tools include the Strong Interest Inventory, Myers-Briggs Type Indicator (MBTI), Self-Directed Search, COPSsystem, and Campbell Interest and Skill Survey. Students obtain inventories on a walk-in or counselor-referral basis. The SJC Career/Transfer Center electronically scores, prints, and interprets results for all tools except the Self-Directed Search, which is self-scoring. Assessments are interpreted by trained counselors, and students only receive results during individual or group sessions.

The Career Resource Library offers printed and electronic resources for personal interest, information on occupations and majors, educational and training opportunities, and information on employment options. Internet access allows students to explore occupational and educational opportunities and make informed career and life decisions. Printed resources include college catalogs, directories, manuals, books, educational handouts, military information, school and training brochures, and newsletters. Employment-related services include daily postings of job announcements, student assistance with online job searches, on-campus employer interviews, and referral services. This library enables employers to network directly with MSJC students by hosting annual job fairs consisting of 55 employers with viable job opportunities.

The Career Resource Library uses EUREKA, a career exploration software program, to aid in determining emerging, declining, and fast- and large-growth occupations, as well as providing information on labor market trends and industry hiring practices. MicroSkills IV, another product of EUREKA, identifies occupations based on a person's skills or previously held jobs and assists in résumé-building. Résumé trends are rapidly changing due to advances in technology. To address these changes, the Career Resource Library conducts skill-based workshops on résumé writing and interviewing skills, and counselors hold appointments with students to critique their résumés.

Transfer services include hosting on-campus college representatives, sponsoring UC, CSU, and Association of Independent California Colleges and Universities (AICCU) application workshops, holding field trips to baccalaureate-granting institutions, and hosting two fall college fairs. Each month, approximately ten university representatives visit the San Jacinto and Menifee Valley campuses to meet individually with students. Organized bus tours transport students to such campuses as CSUSB, UCLA, UCI, and UCR, affording students an opportunity to experience the campus through face-to-face communication with instructors, participation in classes, visitations to student resource and campus areas, and exploration of housing facilities. Although specific student groups such as EOP&S, DSP&S, Destino, CARE, and Upward Bound are targeted for each event, MSJC encourages all student populations to become involved in transfer education.

On the San Jacinto campus, students can communicate with transfer college representatives via voice and visual technology. The Career/Transfer Center disseminates a vast amount of information on transfer programs and schools to students, thereby supporting their learning and encouraging informed decision making concerning transfer goals. Much of this information is conveniently accessed by students through the Career/Transfer website [<http://www.msjc.edu/ctc/transfer.htm>].

The transfer center's coordinator provides ongoing training for staff, counselors, and instructional faculty regarding transfer-related issues and changes. Career/Transfer Center staff offer in-class presentations to students to promote the services of the centers and to answer questions. Annual college fairs on each campus normally host 35 schools and are well received and attended by students on both main campuses.

Counseling Department [Standards II.B.1 & 3]

To assist students in achieving their personal, academic, career, and lifelong goals, the Counseling department supports student learning with comprehensive counseling services at all MSJC locations. Counselors facilitate these goals by fostering self-awareness through identification of personal interests, values, abilities, and personality and learning-style preferences. Below is a list of common duties performed by MSJC counselors:

- Conduct orientation and advising sessions.
- Evaluate transcripts.
- Advise students on academic/progress probation or dismissal.
- Create corrective action plans.
- Write recommendations for academic standards petitions.
- Assist with student petition issues.
- Participate in the “early alert” process.
- Interpret career assessment inventories.
- Consult with instructional faculty.
- Conduct degree audits.
- Develop student educational plans.
- Perform graduation checks.
- Make needed referrals to appropriate campus resources or community agencies.

In addition, counselors help students in selecting careers, majors, and transfer institutions, and assist them in preparing educational plans, making informed decisions, establishing goals, maintaining satisfactory academic progress, and managing personal concerns.

Many of MSJC's counseling services, such as orientation and advisement, are available online. The department is currently developing online and hybrid (partially online) student success courses. Because counselors are faculty members, they invest time in additional departmental and campus assignments, such as shared governance or other college committees, faculty development activities, and continuing education.

In *The Role of Counseling Faculty in the California Community Colleges (1995)*, the Academic Senate recognized that "quality counseling programs staffed by professional counseling faculty are critical to ensure that students achieve their educational and career goals." In 1997, a set of universal standards of practice for all community college counseling programs was created. In addition to these standards, the *Standards of Practice for California Community College Counseling Programs: Article 3. Matriculation Services, WASC Accreditation Report (2000)*, the MSJC Master Plan 2004-2009, and the Counseling department mission statement, goals, and objectives (2004-05) have been used in the design, development, and review of the MSJC Counseling department's policies and practices. These documents, which include and list the core functions performed by community college counseling programs, have provided a framework for the MSJC Counseling department to ensure that counselors provide comprehensive and supportive student services.

Counseling is staffed with eleven counseling faculty and nine associate counseling faculty. Of these eleven counselors, two work specifically with low-income, educationally disadvantaged EOP&S students. Two other counselors work within DSP&S specifically with students who qualify for DSP&S services. One full-time counselor serves students at TVC. Seven associate counselors work in general counseling, and two associate counselors within the Counseling department are assigned specifically to Financial Aid.

The Counseling Centers, located at all MSJC campuses, are open Monday through Friday, with evening hours available two nights per week. Each center provides comprehensive counseling services to assist students in meeting educational, vocational, and personal goals.

The Counseling program provides comprehensive campus information to new students through group and online orientations. During orientations, students schedule individual, walk-in, or online advisement sessions regarding academic, personal, and career guidance concerns. Recently, an online orientation which follows assessment of English, math, and reading skills was implemented. A Spanish version of the online orientation is also available. An orientation guide, distributed during face-to-face orientation sessions, provides new students with valuable information required by matriculation component standards to include academic programs, student support services, and student rights and responsibilities. The guide is currently under revision. PowerPoint presentations are being developed for orientation and advising sessions so that counselors provide all new students with consistent information. A student evaluation of the orientation and advising sessions will be administered to determine student satisfaction and enable Counseling to continue to improve its orientation program.

The Counseling department makes reasonable efforts to prevent academic failure through an “early-alert” process. Early-alert students, identified by MSJC instructors, are encouraged to schedule appointments with counselors and/or attend probationary workshops to develop student success strategies.

Academic advisement includes assistance with problem solving, decision making, and evaluation of skills for progress toward established goals. Counselors have numerous books and online resources and assist students with academic decisions and planning. These resources include current versions of Eureka, Discover, ASSIST, CAN, CSUMentor, UC Pathways, CollegeSource, college catalogs, handbooks, and college major information. Another excellent academic advising resource is the recently adopted Counselor/Cluster Coordinator Liaison Program, where counselors share ongoing updates regarding instructional departments and the courses they offer.

Counselors provide crisis intervention, when needed, in the classroom, in the counseling office, and at other campus locations. If a student’s crisis requires extensive, in-depth counseling services, that student is referred to local community agencies specific to the particular need.

Counselors are trained to interpret a variety of career assessments, such as COPSsystem, Self-Directed Search, Strong Interest Inventory, Campbell Interest and Skills Survey, and the MBTI. During counseling appointments, printed interpretive results are given to students. Students are referred to the Career/Transfer Center for in-depth exploration of potential careers, majors, and employment opportunities. The department also encourages students to consult counselors during the career-development process. Counseling staff often refer students to the following services:

- Career/Transfer Center
- Child Development Center
- EOP&S
- CARE
- DSP&S
- Learning Skills Program (LSP)
- Financial Aid
- Learning Resource Center
- Writing and Math Centers
- ASB
- Honors Program
- Phi Theta Kappa
- Destino program
- Study Abroad program
- faculty, staff, administrators, and off-campus agencies

Counselor training and staff development activities are ongoing. Small-group MSJC technology training for Datatel and Hershey, a scanning and evaluation/articulation system for access to student transcripts from other colleges, has been implemented. FLEX activities such as Blackboard training are offered. During departmental meetings, presentations from college representatives and updates from MSJC cluster areas and counselor liaisons are given.

Attendance at CSU and UC counselor conferences is encouraged, and representatives from each campus attend. Student Services supports attendance at international career development conferences and EUREKA training, and staff development for counselors includes training in all of the college's online resources.

The Destino Program [Standards II.B.1 & 5]

This academic, counseling, and leadership program prepares students to succeed in the university environment. The course curriculum and content is presented in a learning community between the English and Guidance departments, and emphasizes multi-cultural, Mexican-American/Latino/Latina experiences and literature.

Destino participants visit university and college campuses and attend and host various cultural events. The program starts in the fall semester and runs through the spring semester. All MSJC students are invited to apply to the Destino program. Students choosing to participate must be eligible for English 98 or English 103 in the fall and must be available to enroll in Guidance 100 concurrently with English 98.

Disabled Students Programs and Services (DSP&S) [Standards II.B.1 & 3]

Disabled Students Programs and Services serves those MSJC students with documented disabilities and corresponding educational limitations. The DSP&S personalizes its services to the educational limitations resulting from students' specific disabilities. The department develops services to empower students and increase their access to educational opportunities at the college. The DSP&S offices at both main campuses are equipped with student computer labs, student testing rooms, and counseling offices. During academic year 2003-04, DSP&S served 714 students [*MSJC Fact Book 2004*]. As part of the Student Services department, DSP&S is currently developing a list of departmental student learning outcomes.

To meet a variety of instructional needs, DSP&S assists students with disabilities by providing access to alternate media formats. An access specialist produces alternate media, on average, for over 75 DSP&S students per semester, requiring, on average, four standard-print textbooks and/or assignments per semester to be adapted into alternate media formats, including Braille, e(lectronic)-text, large-print, and audio formats. The DSP&S receives and delivers students' alternate media requests at both main campuses. Other services available to DSP&S students include specialized counseling, special testing accommodations (such as distraction-reduced environments), test facilitation (for example, providing readers and scribes), loan of equipment (such as tape recorders), and training and access to adaptive computer technologies. Each of these services directly supports student learning by providing access to the college educational materials and learning opportunities.

Disabled Students Programs and Services maintains appropriate staffing and service hours for its large and diverse student population. The San Jacinto DSP&S office is open 40 hours per week and is staffed by a full-time counselor (who teaches two guidance classes tailored to DSP&S students' needs), a full-time clerical assistant, and a full-time program assistant. The DSP&S's closed captioning specialist works part-time at SJC. The access specialist also works full time at SJC. Communication specialists (interpreters) work wherever they are needed within the district, receiving their assignments at the beginning of each semester. The Menifee DSP&S office is staffed by one full-time DSP&S counselor, one full-time clerical assistant, and one full-time instructional lab assistant.

Both DSP&S departments are supervised by a full-time director. The DSP&S director is primarily stationed at SJC, but visits MVC weekly to offer services (such as assisting with intake appointments, facilitating student exams, and conducting workshops).

Services and accommodations for DSP&S students taking classes at the Temecula Valley Center include counseling and access to DSP&S equipment available for loan, alternate media, and interpreters. DSP&S students taking classes at TVC receive counseling, readers and/or scribes for exams at MVC.

To engender greater access to pertinent DSP&S material (such as procedures for requesting and receiving services), the DSP&S Faculty and Student Handbooks are available online at the DSP&S website [<http://www.msjc.edu/dsps/index.html>], which can be accessed in a “text-only” mode to increase access for students with visual and print disabilities (text-only can be accessed by screen-reader software used by students with visual disabilities).

DSP&S is well integrated within the college and community. Examples of this integration include the following:

- *DSP&S's role in the Academic Standards Committee (Student Services Department):* DSP&S plays an active role in this committee.
- *Teaching duties of DSP&S faculty:* DSP&S faculty teach two sections of guidance classes. The curriculum of these classes, including discussions and assignments, emphasizes the presentation of topics from a “DSP&S perspective.” Thus, these classes are tailored to the unique needs of students with disabilities [*syllabi for Guidance 116, 110*].
- *DSP&S's participation in shared governance:* DSP&S staff serve as members of and consultants to the district Facilities Committee, Educational Technologies Committee, and the Information, Communication, and Technology Committee to assist the district in meeting accessibility requirements for students with disabilities.
- *DSP&S faculty orientation:* During the college's pre-college days each fall, DSP&S offers a DSP&S faculty orientation, a broad overview of the role and commitment DSP&S and faculty share relating to increasing (disabled) students' access to learning [*DSP&S Faculty Handbook*].
- *Outreach and transitional services:* DSP&S gives in-depth DSP&S orientations to high school-aged special education students. DSP&S also visits local high schools, attending individual classes and meeting with special education teachers. In addition, DSP&S hosts local transfer universities' Disabled Students Services (DSS) to discuss the transition from community college to university study for MSJC DSP&S students.

Enrollment Services [Standards II.B.1 & 3]

Commonly a student's first contact with the college, Enrollment Services conducts a multitude of activities critical to students and faculty, such as admissions, course enrollment, grading, and record keeping. All three MSJC sites (SJC, MVC, and TVC) have Enrollment Services offices. However, most students prefer to use the online services offered through the college's portal [<https://my.msjc.edu/webapps/portal/frameset.jsp>].

Enrollment Services provides indirect support for student learning through continuous improvements in the admissions and registration process. Students may complete the admissions application and registration process, identify closed courses, and access the wait list for enrollment online as well as an array of information and frequently needed student forms.

Extended Opportunity Programs and Services (EOP&S) [Standards II.B.1 & 3]

Our institution's EOP&S department has a long tradition of academic success by providing academic and financial support services to socially and economically disadvantaged students. The EOP&S program enhances retention, persistence, graduation, and transfer rates of these academically high-risk students for vocational certificates, licenses, associate degrees, and transfer options.

California Education Code regulations mandate that EOP&S serve a specific set of students. The regulations provide some discretion, depending on the managing philosophy of the acting director. Services such as extended counseling, book money, gas cards, meal cards, parking permits, ASB stickers, extended tutoring, priority registration, application fee waivers, student success workshops, career and personal assessments, and college tours collectively have a positive impact on student success.

In addition, EOP&S has created a progressive technological approach to its organizational operation, focusing on the needs of program management and student access to technology. This approach will allow EOP&S to become a paperless system. Mt. San Jacinto College's EOP&S runs offices at both main campuses and serves approximately 600 students yearly.

Cooperative Agencies Resources for Education (CARE) [Standards II.B.1 & 3]

The CARE program serves the college by providing assistance for EOP&S students who are Temporary Assistance for Needy Families (TANF)/CalWORKs single heads of household with children under 14 years of age. This program helps break the welfare-dependency cycle by encouraging students to complete college-level educational and training programs, and thereby become more employable and economically self-sufficient.

Through CARE, eligible EOP&S students receive supplemental educational support services, such as counseling, advisement, classes, workshops, and networking activities specifically designed for low-income single parents. In addition, grants and allowances for child care, transportation, books, and supplies are provided. Mt. San Jacinto College's CARE program is also located at the Menifee and San Jacinto campuses and serves approximately 140 students annually.

Financial Aid Office [Standards II.B.1 & 3]

Our institution subscribes to the philosophy that the primary responsibility for funding college expenses rests with students and their families. However, MSJC also recognizes that some students have limited financial resources and are therefore unable to meet all expenses associated with higher education without supplemental assistance. To help accommodate these supplemental student needs, the college facilitates financial assistance for students through the Financial Aid office, which evaluates students' eligibility for federal, state, and scholarship funding. Student learning is aided in our institution's efforts to assist students with financial aid applications and eligibility. Through this process, students learn self-awareness, communication skills, and responsibility. Students must meet satisfactory academic progress requirements,

thereby fostering their academic growth. The quality of the program is ensured through program review, external audits, and reports to state and federal agencies. Program representatives attend bi-monthly regional meetings of financial aid directors and regularly participate in professional organization activities and training sessions.

Guidance/Student Success Cluster [Standards II.B. 1 & 3]

The Student Development Cluster is one of thirteen academic clusters within the college environment. This cluster, an instructional component of Student Services, is comprised of three instructional areas: guidance, learning skills, and student government.

Guidance courses, also known as “student success courses,” are designed to empower students in all areas of life. The Guidance department, the instructional component of Students Services, supports student learning with ten student success courses [<http://www.msjc.edu/counseling/>]. Guidance courses are offered at SJC, MVC, TVC, and Chaparral High School. One of these courses is offered fully online, and three others have been approved by the Curriculum Committee for a hybrid delivery format. These hybrid courses are currently in development.

Guidance courses, which promote retention and academic success as demonstrated in current research, focus on development of the whole person. Students learn responsibility and achieve skills and strategies for effective learning, self-awareness, cultural diversity, life management, personal growth, and career development. Students learn to identify personal, academic, and career goals, and make decisions for transition to the workforce as productive members of society. These success skills not only support students during their academic journey, but are also skills that can be used throughout their lifetimes. Additionally, MSJC students who have enrolled in guidance courses tend to have higher GPAs and a higher retention rate than the overall student population. Thus, student success courses support our college’s mission statement, whereby all students have an opportunity to achieve their identified personal, academic, and career goals and meet the workforce challenges of a changing world.

The Guidance department pioneered several learning communities at MSJC. In the past two years, several of these pilot programs have been implemented. In the learning communities, the guidance study skills and life management sections are linked with either a basic skills English class or a basic skills math course. Due to requests from the Student Services Committee, an increased number of late-start guidance sections are scheduled for fall 2005. The committee recommends that probationary students enroll in a specific guidance course. This will serve as part of an action plan for changing academic success patterns before dismissing a student.

Guidance courses are taught as an overload assignment by two counselors. One generalist counselor has a split workload assignment of 50% counseling and 50% instruction of guidance courses. Consequently, the remaining sections are taught by associate faculty members. Due to the difficulty of finding qualified associate counselors and instructors with career assessment and pedagogy training and experience, further expansion is limited.

Learning Skills Program [Standards II.B.1 & 3]

The Learning Skills Program (LSP) offers specialized classes and services to students who have been identified as learning disabled (LD) under the California Community Colleges Chancellor's Office LD Eligibility Model. The LSP targets instructional needs and diverse functional limitations for students with mild to severe learning disabilities. Learning Skills Program

students comprise a learning community at MSJC. While each student participating in the LSP (and DSP&S) may have separate academic goals, each LSP participant, by virtue of his or her LD status, has common learning styles and compensatory strategies. These students often develop support systems amongst themselves for engendering positive and supportive learning environments outside MSJC classes.

The LSP encourages diversity by providing accommodations and promoting student independence. Lab classes are structured to promote individualized and self-directed learning. Specialists provide students with compensatory strategies to accommodate functional limitations that may keep them from fully participating in educational opportunities provided by the college.

During the 2003-04 academic year, the department served 189 LD students district-wide. Specialized LD tutoring and adaptive technologies for LD students are available in both main campuses, as are learning skills classes and workshops. Learning Skills Program labs are equipped with adaptive technology and tutorials software. By providing specialized accommodations and remediation, experts in learning disabilities teach compensatory strategies and assist learning disabled students.

Learning Disabled specialists assess students to determine educational limitations and make compensatory recommendations. All educational limitations and recommendations are forwarded to DSP&S as part of the assessment process. Nearly 40% of the disabled population at MSJC is identified as learning disabled. Thus, the LSP has formed a close working relationship with DSP&S. All students eligible for LD services are encouraged to contact the DSP&S office on their respective campus.

The LSP faculty serve as liaisons between students and faculty to promote student academic success. As an academic department, the LSP has a uniquely different focus on instructional components of LD. Learning Skills Program faculty conduct tutor training workshops, create faculty development activities, speak to outside agencies and high schools, and dialogue with faculty about LD. These faculty also work closely with DSP&S staff to avoid duplication and to create a seamless delivery of services. Students may be referred directly to LSP at either campus by DSP&S, instructors, counselors, community agencies, high schools, parents, or self-referral. Following referral, students complete intake screenings and are given a series of diagnostic assessments to determine eligibility for the program.

As part of the college's goal of increasing online access and use of technology, the LSP has developed web-based instructional components for LSP classes. Learning disabled students may access instructional sites from home or in the LSP office so that tutoring can be juxtaposed with the lesson. The LSP's departmental website [<http://www.msjc.edu/lsp/>] is user-friendly for students with Scotopic Sensitivity Syndrome; a visitor may select a different color-coded background to improve access to the site. The site contains important information about LD for students and faculty, with links to DSP&S and other departments within the college. The Learning Skills Program continues to improve and review its website, brochures, workshops, and adaptive software for targeting specific disabilities.

Matriculation/Assessment [Standards II.B.1 & 3]

The assessment process directly impacts student learning through the administration of appropriate assessment instruments and by providing a supportive environment for testing. The

Accuplacer, an assessment instrument approved by the Chancellor's Office for placement as required by regulation [*Ed Code 55524*], provides students with immediate feedback for course registration into English, mathematics, and reading courses. Accuplacer is a computerized placement test (CPT) that uses an adaptive testing methodology. Adaptive testing presents students with questions that consider self-reported student information. This allows the test to begin on the corresponding subject level. The test uses questions that best fit students' skills and abilities; as students correctly answer each question, successive questions increase in difficulty.

The Accuplacer is also approved to assess students without a high school diploma or GED for "ability to benefit," a requirement for students attempting to qualify for federal student aid. Students with special needs are accommodated through multiple methods, including use of the accessibility options present in the Windows operating system and modified versions of the Accuplacer assessment.

Other assessments offered by the Matriculation/Assessment department include CELSA (predominately used by non-native English speakers for placement into non-credit ESL courses) and CLEP testing (a credit-by-examination test which allows students to earn credits by examination for knowledge they currently possess). A passing score on selected CLEP subject areas is accepted at MSJC for unit and subject credit. The Menifee Valley campus, a certified Sylvan Prometrics Center, offers certification testing for students pursuing various careers in the computer industry.

While open admissions does not require standardized testing, student success is extended by ensuring that students are appropriately prepared and placed in coursework. Standardized testing remains an overarching concern of the California State Legislature [*Ed Code 78211*] and, therefore, MSJC. The efficacy of placement is evaluated through a standard validation process. In the initial phase of the validation process, performed in fall 2002 [*Assessment Validation - First Phase, February 11, 2003*], the Office of Research and Development conducted a consequential validity study that revealed students and faculty perceived that students were "more competent" in their English and mathematics courses if they had been placed by assessment. Student surveys distributed to students after having completed the assessment in February 2005 appear to support student satisfaction with their placement results.

Assessment centers are located on the SJC and MVC campuses. Students can participate in assessments on a walk-in basis, and extended night hours are offered once a week. For high school students interested in attending MSJC and wanting to complete the matriculation process for course registration, assessments are also proctored off site by trained staff. Before students begin the assessment process, they are given an orientation that includes instructions for the Accuplacer and are oriented to the testing procedures. Trained assessment technicians are available to answer questions and to assist students when needed. Students may request other modes of testing, such as paper and pencil, or may request appropriate accommodations for special needs.

Outreach [Standards II.B.1, 3 & 4]

Originally, this program's sole duty was high school recruitment. The program was responsible for all district outreach activities. An abrupt transition began as the state budget grew more precarious. During that time, the program's staff became more streamlined and thus made a decisive shift towards online services.

The Department of Matriculation and Outreach hires two Student Life coordinators and 16-25 MSJC students as college mentors to perform district outreach, give campus tours, and assist students with online services, including completing the online applications for financial aid (FAFSA) and scholarships. These hirees resolve simple login/password problems and refer technical issues to the college's "helpdesk." The majority of these online activities take place in the Eagle Access Centers, where computers and support personnel are available for completing all college online services.

The Outreach program facilitates student learning through intense training. This requires college mentors to demonstrate oral communication, problem solving, and technological skills, as well as the ability to interact positively with a diverse public and process and recall information. Students benefit directly from this assistance by becoming more adept with technology and gaining knowledge about MSJC's processes.

Feedback from students and high school faculty provide a basis for future training and service issues. A suggestion box in each Eagle Access Center and surveys after each high school presentation allow the outreach program to continually improve its quality of service.

Outreach Training [Standards II.B.1 & 3]

The Mt. San Jacinto College Career Education Special Projects office, in partnership with the Department of Matriculation and Outreach, developed an exciting and effective outreach project during 2003-04. The project is designed to enhance outreach efforts to special populations. The program presents career and technical education advisement, as well as basic information on student services and financial aid programs, to professionals working with youth or adults. The concept involves a "train-the-trainer" model and includes a resource manual filled with college information, including the college catalog and current class schedule. Since inception in 2003, the outreach training has been provided to over 100 local professionals, including high school counselors, social service agencies, and community- and faith-based organizations.

Student Activities [Standards II.B.1 & 3]

This program is a new program functioning in partnership with the Department of Matriculation and Outreach, the ASB, student clubs, and faculty committees. The program organizes activities district-wide. Activities include organizing community service projects and sponsoring guest lecturers, presentations, and fairs that expose the campus community to all aspects of diversity, social issues, and the human condition.

Veterans Services [Standards II.B.1 & 3]

Mt. San Jacinto College trains students under the various government educational programs for veterans and eligible dependents of deceased or disabled veterans. Veterans Services provides a technician who assists veteran students with submission of appropriate paperwork and answers general questions relating to receipt of support and assistance with the Veterans Affairs (VA). This program also helps students focus on their future and plan their education by assisting them in meeting program requirements to fulfill VA regulations. Veterans Services collaborates extensively with Financial Aid and Counseling to address funding issues and provides academic advisement.

College Catalog [Standard II.B.2]

The MSJC catalog is published annually and presents precise, accurate, and current information to the college's constituencies. Available in both hard-copy and electronic form, the catalog is developed through collaboration with the Office of Instruction, Student Services, Office of the President, Human Resources, and Business and Administrative Services. The Office of Instruction, which holds the primary responsibility (both budgetary and otherwise) for development and publication of the annual catalog, develops an annual timeline distributed to key contact individuals within each department. All policies are reviewed and updated annually by the different departments for inclusion in the catalog.

In addition, the catalog includes college addresses and telephone numbers (updated by Business Services). The college's Board of Trustees-approved mission statement and the college calendar (developed by Student Services, recommended by several shared governance committees, and approved by the Board of Trustees) are included in both the catalog and the schedule of classes.

The Office of Instruction maintains a database of course, program, and degree offerings. New or revised programs are entered into the database upon approval by the Board of Trustees and—in the case of new programs, degrees, and certificate offerings—the Chancellor's Office. All course and program information is also sent annually to clusters and departments to be reviewed by faculty for accuracy and content. Programs without full-time faculty (e.g., Fire Science) are reviewed by area program coordinators and the area dean or associate dean.

Student Services annually provides updated information on admissions, student fees, financial obligations, graduation requirements, and transfer. The Student Services shared governance committee annually reviews policies regarding refund of fees, graduation and graduation requirements, grievance procedures, and student fees in conjunction with all Student Services departments. This information is then submitted by the Student Services contact to the Office of Instruction for inclusion in the catalog. Human Resources provides information on district sexual harassment policies and provides updates on personnel information.

Mt. San Jacinto College provides its catalog to the community, students, and staff members on a yearly basis. The college catalog is distributed by Student Services and the Office of Instruction prior to the beginning of the new school year. The MSJC Transfer/Articulation Office sends one copy of the catalog to articulation officers at UC, CSU, CCC, and AICCU, and to community college transfer centers, as well as to other colleges by request. We also send catalogs to surrounding feeder schools, including local area feeder high schools. Students receive a free catalog by attending a face-to-face new-student orientation with MSJC counselors. During the new-student orientation, an overview of the contents of the catalog is provided by qualified counselors. New students choosing not to participate in face-to-face orientations may complete an online new-student orientation and may pick up a free catalog in the Counseling department or view it online.

The college's online version of its catalog was initiated four years ago. It is easily accessed by the community, students, and MSJC faculty and staff members. The online orientation is available in both English and Spanish. The college catalog is also available at both bookstores for \$3.00. Each year, MSJC hosts a high school counselors' breakfast. All participating counselors receive a college catalog. In addition, department chair secretaries at both main campuses distribute copies to all full-time faculty at the beginning of each academic year. The

secretaries also receive and fill requests from instructional offices, such as Nursing and Athletics, for recruitment purposes.

MSJC Course Offerings [Standards II.B.1 & 3]

Our college offers classes at SJC (524 sections, fall 2004), MVC (699 sections, fall 2004), TVC (85 sections, fall 2004), and 32 sections (fall 2004) at locations throughout the community. We also offer a significant number of sections online (78 sections, spring 2004), including a complete degree in business administration and a certificate in tax preparation [*Fact Book 2004, 2005*].

Web Services [Standards II.B. 1, 3 & 4]

Mt. San Jacinto College has a fully accessible website with a Student Services link [<http://www.msjc.edu/services.htm>]. Students can apply for admission through CCC Apply, which will soon be available in Spanish. There is also an online Spanish-language orientation. As of spring 2004, 27.2% of our students were Hispanic [*Fact Book 2004*]. One identified shortcoming of our website is that there is no complete Spanish-language translation or equivalent available. On this website, students can also apply for financial aid and download and print forms for most student services.

Athletics [Standards II.B.1 & 3]

The Athletics program offers a series of courses emphasizing performance and academic curricula that promote an understanding of competitive sports and the physiological and psychological aspects of human movement. The physical education curriculum focuses on fitness and exercise as paths to health and wellness. The recent construction of our Wellness Center at SJC encourages students to pursue healthier lifestyles.

Men's athletics consists of five different sports: football, basketball, baseball, golf, and tennis. Currently, women's athletics consists of five sports: softball, basketball, tennis, volleyball, and soccer. The department is making successful efforts to offer similar opportunities in women's sports as in men's, thereby enriching the diversity of the athletics programs and encouraging women to participate in competitive sports. In our "code red" program, we assign "code red" home games for each sports season, thereby encouraging sports programs to support each other. Additionally, the college embraces diversity through its commitment to achieving compliance with Title IX (a federal anti-sex-bias statute).

Academic and Student Organizational Services [Standards II.B.1 & 3]

Mt. San Jacinto College's wide range of student services fulfills academic needs, and its various student organizations enhance student activities and civic participation (e.g., ASB, Culture Club, Phi Theta Kappa, and the CARE Club). Additionally, at least one representative from each student organization participates in InterClub Council (ICC) meetings, where clubs plan and coordinate events.

The college provides academic support services in the Learning Resource and Writing and Math Centers, where trained tutors assist students with their academic needs on walk-in or appointment bases. In these centers, students can access computers, utilize group study areas, take proctored exams, leave homework for instructors, and participate in study skills workshops.

The San Jacinto campus maintains a Fine Art Gallery featuring diverse annual events, including exhibitions of visual art, multimedia, dance performances, musical recitals, readings, artist talks, and workshops. The Fine Art Gallery's exhibition program concentrates on emerging and prominent artists in and around Southern California. Each May, the Student Show showcases MSJC student art projects to the college and local community. The gallery strives to create a cultural oasis for the college and community at large.

Sports, the Homecoming Dance, and Spirit Week foster school spirit, pride, and a sense of belonging for MSJC students. By participating in fundraising and civic-minded events promoted by the college, MSJC's Athletics program establishes a direct link between the community and student body for supporting MSJC sports. Students may elect to enroll in student leadership classes (SGA 101, 102, and 105) that promote the attributes of self-governance, organizational and personal goal setting, team-building, organizational change, and conflict management.

Mt. San Jacinto College's student government association, the ASB, is charged with representing the interests of MSJC students. Students participating in ASB learn the value of leadership, civic duty, organizational responsibilities, and advocacy. Student Life coordinators are responsible for providing advisement, training, and personal development of the ASB officers as they execute their duties during the year. The ASB is encouraged to participate in shared governance committees, as well as nationally recognized leadership development conferences.

The ASB is active in planning events that promote the cultural and civic development of the student body. Student clubs supported by the ASB sponsor events that serve the outlying communities. For example, MSJC hosts blood drives each semester. In May 2004, ASB and the Challenge Club raised over \$3,000 for the Inland AIDS Project. The Associated Student Body also hosts a "Welcome Back Barbeque" on each main campus every semester to inform interested students about student government and student club involvement. Student clubs actively promote diversity and cultural awareness through a series of events held throughout the year. Electronic announcements, posters, and flyers developed by the organizing student group serve as the primary forms of mass communication. Evaluations of these programs occur most often through observed participation in and attendance at the various events and activities coordinated by the student clubs.

The ASB participates in statewide advocacy as an effective means to voice student concerns. For the past two years, the ASB has spearheaded visits to the state capitol, the "March in March," and other organized marches as an expression of student concerns over the increase in student fees and the declining state budget. In 2004-05, to increase communication to students and the college, the ASB began monthly publication of its *Screamin' Eagle* newsletter, which promotes upcoming events and spotlights student achievements.

Students are represented in college governance through the participation of the ASB and peer representation by an elected student representative who serves on the college's Board of Trustees.

Diversity Committee [Standards II.B.1 & 3]

Mt. San Jacinto College supports a number of college-wide activities and student clubs that promote an appreciation of diversity. The Diversity Committee, ASB students, and the Culture

Club have co-sponsored events and activities. Some events and activities occur on an occasional basis, and others are held annually. The following activities have recently been held at MSJC:

- Dia de Los Muertos
- Black History Month Film Festival
- Cinco de Mayo
- Disability Awareness Month
- Native Nations Powwow
- Celebration of the Young Child
- Breast Cancer Awareness Lecture

Our Diversity Committee is an example of the encouragement for exploration evidenced at MSJC. It has broad campus representation. Its web presence demonstrates the opportunities on campus for learning about others and provides links to African-American, Asian-American, disabilities, education, government, Latin-American, American-Indian, and women's resources.

The MSJC Diversity Committee works to build a campus and community climate that embraces, celebrates, and promotes respect for the entire human experience. The committee is comprised of faculty, classified staff, students, administrators, and members of the outlying communities in the district's service area. Their commitment to diversity welcomes people from all backgrounds and seeks to include knowledge and values from many cultures in the curriculum, on campus, and in local communities. Dimensions of diversity reflected in the committee's activities include race, ethnicity, religious beliefs, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

Annually, the college promotes varied activities that encourage appreciation of diversity and understanding. For example, the college sponsors Religious Understanding Day; events commemorating the life and works of seminal civil rights figures (such as Cesar Chavez and Dr. Martin Luther King, Jr.); the Clothesline Project, which calls attention to sexual violence during Sexual Assault Awareness Month; and speakers and presentations throughout Black History and Women's History Months. Since 2003, the college has annually facilitated a Hate Crimes Symposium featuring local and national experts in the fields of civil rights and criminology.

Open Admissions [Standards II.B.1, 3 &4]

The California Community College system adheres to a policy of "open admissions," which embodies the spirit and intent of the California Legislature to minimize barriers to educational access in order to promote and foster higher education in the state. Mt. San Jacinto College's admission form is a tool for gathering information required by law (e.g., residency) or necessity (e.g., demographics, Management Information System [MIS] reporting, and communication). This tool is used to track information related to students' stated educational goals, interests, and service needs. The data can also be used by various departments to contact students concerning services they offer. The admissions form can also be completed online, a practice utilized by 75% of students seeking enrollment at MSJC. The XAP has created a standardized admissions form developed in conjunction with the California Community Colleges Chancellor's Office. The XAP form is customized for use at MSJC. A Spanish version of the admission form was developed by the college and is available in a paper format; an online Spanish form is currently in development by the XAP Corporation to support the online admissions process.

Admissions practices are evaluated on a three-year program review cycle [*Enrollment Services Program Review*]. For most students, admission to the college only requires they be 18 years of age and a U.S. citizen or that they have a legal right to be in the United States to enroll in courses at the college. Exceptions to the “open admissions” process are students who have been the subject of disciplinary action or academic dismissal at MSJC and students who are members of certain groups whose admission is regulated by law. The “Early Start” program is intended for eligible high school students to concurrently enroll in advanced coursework. All other high school students seeking admission must at least be in the 11th grade and meet criteria as provided by law and/or Board policy. International students are required to complete specific requirements for admission to the college and usually work closely with a staff member to ensure they have completed the process.

Access, Record Keeping, and Maintenance [Standards II.B.1 & 3]

The college conforms to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code §76220 requirements of access, record keeping and maintenance, as published in the college catalog [*MSJC Catalog 2004-2005, pgs. 24-26*], schedule of classes, and admissions application. As the primary custodian of student records, the Department of Enrollment Services takes additional steps to inform students about FERPA by developing bookmarks [*FERPA bookmark*] that provide brief, focused information concerning student privacy and rights under FERPA. To address faculty issues, a “Q and A” sheet [*FERPA for Faculty sheet*] addresses common questions about faculty members’ responsibilities for safeguarding student information under the law.

The college employs multiple levels of security within the student records system. Datatel is a relational system with architecture that supports information relating to student services, counseling, financial aid, enrollment services, and student academic history. Within each of these areas, employees are given security classifications appropriate to their job duties on a need-to-know basis. Extenuated security access must be approved externally by the lead individual responsible for the particular area where additional access is being requested or by a supervisor who will assess the appropriateness of the request. Login names and passwords have replaced the use of student social security numbers to ensure student confidentiality. Social security numbers are blocked from view when student record information is accessed to provide another level of security within the system.

Rapid movement towards online services prompted placement of computers for student use around the perimeter of the Enrollment Services areas (where students can complete forms and view their records). Because these areas are heavily traveled and often impacted by students during registration periods, student information is vulnerable to exposure. To address this concern, trained students and staff assist at computers to create a supportive, secure environment for student use.

Securing records remains an ongoing challenge due to attacks by unauthorized individuals (i.e., hackers). Separate networks for instruction and student records, firewalls, and secure socket layer (SSL) encryption serve to prevent unauthorized access to student information. Computer viruses, spyware, hackers, and other challenges to the college’s networks require constant maintenance to stay ahead of the latest security threats.

The entire system is backed up nightly. In the case of a system outage, data can be recovered to the previous night's backup. If data has been lost between the backup and outage, it must be re-entered into the system. To secure data against loss during a catastrophic event, the college stores an array of tapes in a fireproof safe at opposite ends of the district. In a worst-case scenario, data loss would extend only to the end of the previous week.

Student Services Evaluation [Standards II.B.1 & 4]

Student Services utilizes formal and informal methods of evaluation to ensure that the needs of all students are being met. One such method is the Student Services program review, wherein all departments in Student Services are reviewed on a two- to four-year cycle. These departments include Enrollment Services, Counseling, Financial Aid, Career/Transfer, EOP&S, DSP&S, LSP, Matriculation/Outreach, Upward Bound, and Athletics. Due to departmental reorganization and restructuring and the initial process of identifying student learning outcomes, several departments will conduct their program reviews in the near future. Another formal review, the Chancellor's Office Program Review, is conducted every six years. Disabled Students Programs and Services was evaluated in October 2004, and EOP&S was scheduled for review in spring 2005.

Point-of-service surveys are common and conducted annually for all Student Services departments. Forms were distributed throughout the departments, completed by students, and returned by the deadline of January 31, 2005. The results were then scanned and a summary report provided by the Office of Research and Development for each department surveyed. Results of this survey serve as the basis for improvement and development of program goals and objectives.

A Student Services suggestion box is located on each campus, and the contents are removed twice monthly for review. Suggestions and comments are then distributed to appropriate departments for improvement plans, to support decision making, and to facilitate staff discussion and commendations. The Student Services Leadership Council holds weekly meetings and a retreat once each semester to discuss problems, issues, concerns, and student needs, to collaborate on joint initiatives, and to develop student learning outcomes.

Two to three times per semester, MSJC Student Services and Instructional Services joint deans meetings are held to discuss student issues, needs, and concerns as well as joint initiatives to ensure student success. Input from faculty and staff is shared along with concerns and ideas for success.

Recently, Student Services implemented high school focus groups. The intent of these groups is to provide local high school administration and counselors updates regarding MSJC and to gather helpful insight and suggestions regarding Student Services program improvement. Additionally, student feedback is collected to assist Student Services with improvement and change. The Counselor/Cluster Coordinator Liaison Project was developed to increase and ensure accurate communication between instructional departments and counseling faculty and to expand sharing of information between those departments.

Student Services is creating student-tracking databases and tracking software (such as SARS) for use in Counseling, DSP&S, Upward Bound, EOP&S, and LSP. Department heads also make use of reports from the Chancellor's Office, MSJC's Office of Research and Development, the U.S.

Department of Education, and the National Clearinghouse Database to determine student need based on student success trends and use of specific services. Finally, formal student input, participation, and feedback through the Student Services Committee, College Council, and the master plan process and implementation are all valuable tools used to ensure the success of our students.

Analysis

The three-year cycle of program review within Student Services is a constant evaluation of quality of service and assessment of student needs. Program review initiates warranted change in each Student Services area. Other indirect mechanisms for evaluation exist, including point-of-service surveys, suggestion boxes, and student focus groups. These evaluation mechanisms are conducted throughout the year. Specific programs undergo external evaluations on regularly scheduled bases to ensure compliance with state and/or federal regulations governing programs' service delivery, accounting of funds, and general efficacy.

Student Services departments have begun to develop student learning outcomes and will continue to refine their efforts as they determine common expectations across the spectrum of services. An inherent challenge lies in identifying and assessing those outcomes to better focus the collective efforts of Student Services and our institution. The inclusion of student learning outcomes in Student Services departments is an affirmation of the learning opportunities inherent in the activities of each area.

In reviewing the MSJC catalog, the areas of an academic freedom statement and the acceptance of transfer credits from other institutions do not seem to be addressed. As noted in the WASC criteria, this issue needs to be added in the 2005-2006 catalog. Overall, the catalog seems well conceived and constructed thanks to the collaboration between departments in accumulating information (i.e., the names and numbers of contact resource persons) and adhering to timeline and input responsibilities. A number of items are maintained and updated monthly in databases in Instruction and Student Services, aiding in the completion of the document.

As other centers, such as Wildomar and Banning/Beaumont, come online in the future, their student services needs will be assessed and planned for in relation to identified needs at that time. Development of these sites will require a corresponding increase in funds for necessary support, resources, and personnel.

While some preliminary discussions have been made regarding having a Spanish-language version of the college's website available, several questions remain unanswered. For the most part, these questions revolve around personnel and fiscal issues. Some preliminary translation work has been contracted out.

By supporting the ASB and student activities, and developing and enforcing policies that reflect the institution's commitment to a positive learning environment, the college continues to support activities that foster multiple dimensions of learning outside of the classroom. However, in order to improve attendance at these events and activities, district-wide annual planning, promotion, and marketing must be emphasized to create greater participation by students and the community at large.

The Student Code of Conduct has not been updated for some time. A complete revision of policies and procedures is needed if the document is to maintain its relevance for students.

The Athletics program at Mt. San Jacinto College embraces diversity by promoting both men's and women's athletics. These sports aid students' learning experiences by providing study tables, voluntary grade checks, development of student educational plans, and community involvement. Through the use of these tools, some of which are unique to athletics, the program ensures that student athletes are exposed to comprehensive services. With the spring of 2005, opening of the Wellness Center opened at the San Jacinto campus, students and staff now enjoy access to a state-of-the-art athletic training facility.

Mt. San Jacinto College reviews its counseling and student support services in a thorough and comprehensive manner. Through program review, monthly counseling meetings, and annual retreats, counseling services are under constant review for improvement. An ongoing system of peer and student evaluation takes place via faculty evaluations, associate faculty evaluations, and student input. Program review provides an evaluation of the quality of counseling services, an opportunity for setting new goals to improve services, and a review of all educational planning materials used for student advisement. The Counseling department is committed to student success and regularly looks for ways to improve services and support of student learning.

To further evaluate the quality of Counseling department programs and services, a new scheduling and record-keeping system (SARS) was implemented and expanded to include a comprehensive database. Counselors consistently document student attendance, reasons for appointments, services provided, and other pertinent information in the comment section of SARS. This data is utilized for administrative planning and budgeting, staff scheduling, counselor reference, tracking, and accountability purposes. The SARS reports enable administrators to establish a statistical baseline and evaluate services and student success issues for overall program improvement. In 2004, the SARS system was expanded to include SARS Trak, a student-ID-scanning system used in Counseling, EOP&S, and the Career/Transfer Centers to ensure accurate tracking and appointment scheduling. Also, the system uses SARS Call, an automated calling system that informs and reminds students of their upcoming appointments with their counselor. This system has demonstrated an increase in student usage of counselor appointment time and allowed counseling support staff time to be utilized more efficiently.

As a result of ongoing review of counseling and student support services and in conjunction with identified district-wide need to provide services to a rapidly growing disadvantaged student population, MSJC submitted a successful U.S. Department of Education Title V grant proposal and received funds to address need and improve student success. Within the Title V Student Success program, special services have been enhanced for at-risk students in an effort to improve retention.

Probationary students are identified by Enrollment Services and sent a letter informing them of their probationary status and referring them to Counseling. A second letter is sent to probationary students from the Title V Student Success coordinator inviting them to attend a Student Success seminar presented by counselors. Currently, student success seminars and follow-up appointments are offered in order to facilitate student success with at-risk groups and

better track their academic progress. The Counseling department, in conjunction with the Student Success coordinator, assists in the revision of early alert in order to intervene effectively with students who are struggling academically. An online version of early alert is being implemented fall 2005. In order to facilitate retention, persistence, and academic success of students enrolled in basic skills courses, counselors also refer students to the Guidance department's student success classes. These activities improve students' study and life-management skills for attainment of their educational and career goals.

Counseling faculty are key in providing students with information about the college and their educational options during orientation, advising sessions, workshops, individual appointments, and online advising. Through Title V funding, the department has an updated Counseling website for easy online access to information. The Counseling department evaluates its services on an ongoing basis and continues to provide extensive training sessions and mentoring for full-time and associate counselors in order to provide quality counseling and advisement to students.

The counseling team is further strengthened by the expertise within the department gained from specialized areas of additional training and experience, such as the college's Guidance department. The college supports many activities that promote an understanding and appreciation of diversity, and a variety of programs support the college's diverse student population. These include CalWorks, EOP&S, CARE, DSP&S, Destino, and campus clubs and organizations that include the Challenge Club, MEChA, Black Student Union, the Gay-Straight Alliance, and Campus Crusade for Christ. The college actively supports student participation in organizations and activities that promote understanding and appreciation of its diverse population.

In consultation with the English and mathematics faculty, cut scores for English, mathematics, and reading were evaluated and then modified. A validation study quickly followed these changes, the results of which were arguably inconclusive due to a low faculty response rate and recent enforcement of prerequisites. Since the validation study data could only provide equivocal feedback about cut-score efficacy, English faculty voiced concern about the Accuplacer's ability to holistically assess a student's writing skills beyond grammar and syntax through a multiple choice test (*personal communication* - Basic Skills/Matriculation Meeting, February 2005). Due to the inconclusive findings and limited participation of faculty, this critical issue relating to student success needs to be revisited and studied further.

The admissions application serves a myriad of institutional needs, including facilitating communication between the student and the college, research, and reporting. It is also the first opportunity for students to identify their service needs, although few departments query the system for the purpose of addressing student requests.

The Department of Information Services continues to manage a growing, complex system of networks that require open but secure access by users. Security measures are current, but preventing intrusion into the system will require allocation of resources for hardware, the latest software, training, and personnel as the college becomes more dependent on computer networks.

Consequences for a growing institution are the lack of adequate facilities for appropriate secure information exchanges. The Enrollment Services and Financial Aid departments have undergone modifications in their office spaces; however, the ability for students to exchange confidential information remains a challenge for both areas.

The program review format defines and describes how well student needs are met. Services have improved over the past two years, and more goals for improvement are currently in progress. Other methods used to determine student needs include point-of-service surveys, suggestion boxes, and informal student feedback. Students are represented at various shared governance campus committees which provide an opportunity for participation and involvement. Objective data are obtained from database and tracking systems regarding utilization of services, improvement in success, and retention rates. Graduation and transfer rates are used to survey student needs and develop new methods and procedures to continually improve the methods implemented to serve students. During the last few years, many improvements based on student needs are worth noting:

- With the development of websites for all areas of student services, students are able to access and obtain pertinent information for a successful college experience. Automated student services provide access and information concerning availability of enrollment services, financial aid, counseling, career and employment services, student success courses, transfer, and articulation. In addition, special services for students determined to be low-income, educationally disadvantaged, and first generation are available for this growing population of students. Students with identified psychological, physical, and learning disabilities are provided equal opportunities and access.
- Eagle Access Centers were implemented during the past year to provide greater access for students during the registration period. Student mentors and Enrollment Services staff assist students with the technological aspects of accessing the online class schedule, college catalog, and registration through my.msjc.edu.
- An emphasis has been placed on seeking federal, state, and local grant funds to ensure student services are improved and expanded. For example, a Student Success coordinator was employed during 2004 due to funding from a five-year Title V grant. College information kiosks are available on local high school campuses as part of a federal Fund for Improvement of Postsecondary Education (FIPSE) grant. Outreach efforts have been initiated in local high schools with trained student mentors. The Upward Bound program focuses on retention programs in local feeder high schools as staff help students transition successfully to college.
- The Counseling department has reorganized support areas to ensure appropriate emphasis on the Counseling department and college mission statements. The Career/Transfer Centers have implemented a new structure recently for improving and expanding services for better career and transfer success.
- Specifically trained Financial Aid counselors ensure student needs are met through regular workshops and individualized appointments. Financial aid practices are explained and complex financial aid forms are interpreted for students. In addition, students are kept on target through satisfactory academic progress requirements.

- Other student-centered activities include:
 - ◆ Student activities are expanded at each campus site.
 - ◆ A full-time counselor is now on site in the Temecula Center.
 - ◆ Assessment hours have expanded to accommodate a variety of schedules.
 - ◆ A High Tech Center for DSP&S students ensures access for completion of instructional assignments.
 - ◆ One student success course is offered online, and several others are in development for delivery in a hybrid format.
 - ◆ The Student Success coordinator is actively training student peer mentors for ensuring the success of probationary students.
 - ◆ Workshops are conducted by a designated counselor to assist students with their academic progress.
 - ◆ Counselor online advising has begun and will continue to be developed.

Overall, the Student Services departments provide an effective integrated support network of comprehensive services throughout the district and in the online environment. Through formal and informal feedback, Student Services supports student learning and educational goal attainment by striving to continually improve itself. The concept of student learning outcomes is relatively new to this area. Therefore, some Student Services departments have faced challenges in identifying appropriate, meaningful, and measurable outcomes from their non-instructional focus.

Over the last two years, members of the Student Services team have attended workshops and conducted meetings on campus for the purpose of developing student learning outcomes for Student Services and its programs. Student Services brought in a team from San Diego Mesa College to conduct an on-campus workshop on developing Student Services student learning outcomes.

Overall, identifying and fully integrating student learning outcomes across the Student Services department, although under way for some time, has been slow. The leadership of Student Services has identified six student learning outcomes that are common to most of its programs and departments. The identified student learning outcomes include critical thinking, communication, personal/civic responsibility, self-awareness, technology awareness, and diversity. Programs and departments in Student Services are also encouraged to identify student learning outcomes that may be unique to their area or that are closely related to the college's mission statement. A "Student Services Student Learning Outcomes Worksheet" was developed and disseminated to help departments develop their identified outcomes and how those outcomes would be measured.

Some Student Services departments have done an excellent job in identifying student learning outcomes and are well on their way to integrating them into the planning, data collection, and assessment process. These include the Counseling department, the Guidance department, EOP&S, CARE, DSP&S, the Transfer Center, the Career Center, and the LSP program.

Some of the Student Services program reviews were delayed in the past year while student learning outcomes were being established; however, now that the process is under way and

behind many of the programs, the program review schedule needs to be followed and all reviews completed in a timely manner.

Although some Student Services programs may not have their student learning outcomes fully articulated and measures in place as of this writing, great progress has been made in most areas. Clearly, the importance and role of student learning outcomes in planning, program review, and improvement of services to students are demonstrated by the progress of the various departments mentioned above, as well as the identified SLOs for Student Services as a whole. Although not complete, the process for integrating student learning outcomes into Student Services is well under way.

Action Plans

AP II.B.1

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

AP II.B.2

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

AP II.B.3

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

AP II.B.4

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

AP II.B.5

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

AP II.B.6

Develop and implement updated student conduct policies and procedures.

AP II.B.7

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

AP II.B.8

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

AP II.B.9

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

AP II.B.10

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

AP II.B.11

Evaluate use of written assessment instruments for English placement.

AP II.B.12

Develop a strategic plan for future allocations of institutional costs related to campus technology needs.

AP II.B.13

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

References for Standard IIB:

Accreditation Committee Questionnaire
ASB 2002 survey
ASBulletin
Assessment Validation Surveys Fall 2002
Assessment Validation – First Phase, February 11, 2003
Calendar of Events January –December
California Education Code
Career/Transfer website: <http://www.msjc.edu.ctc.transfer.htm>
Concurrent Enrollment Questions
Counseling/Guidance website: <http://www.msjc.edu/counseling>
DSP&S Faculty Handbook
DSP&S website: <http://www.msjc.edu/dsps/index.html>
Education Code §76220-76225
Enrollment Services Program Review Binder
Fact Book 2004
Fact Book 2005
FERPA bookmark on the web
FERPA for Faculty
Inter-Club Council Constitution
Learning Skills Program Folder
 2004-05 Goals and Objectives
 Brochure
 California Community College L.D. Diagnostic Assessment & Recommendations
 Contract Log
 Developmentally Delayed Learner Disability Verification
 Direct Referrals Procedure
 EOP&S Orientation August 14-15, 2003
 Information Flyer
 Instructions for Using DSP&S Screen
 Instructions for Using Tracking
 Lab Assignment Record
 Lab Discipline Warning
 Lab Use Policy
 Learning Disability Model
 Learning Disability Services Update/Modifications
 Log for DSP&S
 Non-DSP&S/Non-MSJC Student Contract Log
 Program Overview
 Referral to DSP&S
 Release of Information
 Request for Services
 Student Call Log
 Student Service Report
 Test Accommodation Form
 Test Facilitation Accommodations

Test Facilitation Contract
Test Process Information for Students
Verification of DDL Disability
Learning Skills Program website: <http://www.msjc.edu/lsp/>
Memo from Bill Marchese to JoAnna Quejada subject: Free Amnesty International film series
Memo from Susan Guarino to JoAnna Quejada regarding miscellaneous questions pertaining to
students' privacy policy
Miscellaneous Brochures
ASB
Benefits-Fall 2004
CARE
EOP&S
Phi Theta Kappa
MSJC Acceptance Use Policies for Students, Faculty, and Staff
MSJC Admission Application
MSJC ASB Constitution
MSJC Catalog 2004-2005
MSJC Current Listing of Campus Clubs
MSJC Diversity Calendar of Events 2005
MSJC High School Counselors' Breakfast and Outreach Services Evaluation
MSJC Matriculation Plan Draft
Statement of Scope/Disaster Recovery & Contingency Planning
Student Services website: <http://www.msjc.edu/services.htm>
Syllabi for Guidance 116, 110

**STANDARD II:
STUDENT LEARNING PROGRAMS AND SERVICES**

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

- C. Library and Learning Support Services:** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.
- 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**
 - a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**
 - b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**
 - c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**
 - d. The institution provides effective maintenance and security for its library and other learning support services.**
 - e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**
 - 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

[NOTE: While the library and learning support services come under the same umbrella and are administered by the same MSJC dean, they function as separate entities. For this reason they are treated individually in this section of the document.]

Description

Library – Quantity, Currency, Depth, and Variety [Standard II.C.1]

Mt San Jacinto College's combined library collection consists of 52,083 books, 205 current periodical subscriptions (SJC-130; MVC-75), over 3200 non-print materials (videocassettes, DVDs, CD-ROMs), and web access to eighteen subscription databases, mainly covering magazines, journals, and newspapers. Information on the library and its services is disseminated principally via each campus library's website [*San Jacinto campus library homepage* <http://www.msjc.edu/sjclibrary> and *Menifee Valley campus library homepage* <http://www.msjc.edu.mvclibrary>]. However, information also can be found in hard-copy publications such as library orientation handouts [*Library Research Resources: an Overview; Library Electronic Resources Guide*].

The subscription databases are available to faculty and students on and off campus 24 hours a day. The library also has 5767 titles in its electronic book collection and 51 computer workstations (27 at SJC and 24 at MVC) that offer public access to the cataloged print and audio-visual holdings of both campus libraries. These workstations also include a basic suite of software, including word processing, presentation, spreadsheets, e-mail, and Internet access.

Library faculty select and maintain traditional, electronic, and web-based learning and information resources. Selection of materials is guided by the Collection Development Policy, published by the library and established during program review [*San Jacinto Campus Library Collection Development Policy*]. Librarians actively solicit recommendations from faculty and students by way of an appropriate request form [*Request for Purchase of Library Material*]. The San Jacinto campus library publishes an annual list of its book and audio-visual purchases which documents faculty requesters [*San Jacinto Campus Library – New Materials Received, 2003-2004*]. The library welcomes gifted materials and adds them when appropriate to support instruction on campus. Librarians use selection tools such as professional reviewing journals, publisher catalogs, online sources, bibliographies, and faculty recommendations to select new materials and review existing collections. Librarians act as liaisons to instructional departments to further refine the acquisition of library materials to support college-wide instruction.

Learning and Academic Resource Centers–Support Services and Feedback [Standards II.C.1 & 2]

The Learning Resource Centers (LRCs) and Academic Resource Centers (ARCs) are both a part of the supervised tutoring program. Full-time tutorial service specialists operate the LRCs, with the dean of Academic Success and Technology as the direct supervisor/coordinator. The ARCs are supported by full-time faculty and associate faculty who are paid by stipend. While the LRC at the San Jacinto campus has increased its number of available computer workstations by 20% during 2004, the LRC at the Menifee Valley campus has been prevented from doing so to the same degree because of a severe space shortage. Plans to increase space and technology at MVC are part of the new Learning Resource Center to be built by 2006.

The Academic Resource Centers (discipline-specific tutorial centers supported separately from the Learning Resource Centers) at both campuses have been created with the assistance of the discipline departments of mathematics and English and possess designated technology appropriate to their specific discipline needs [*Academic Resources Center Goal Plan*]. The co-

coordinators of each discipline-specific center recommended software purchases in collaboration with personnel within each unit whenever possible. Suggestions from students and faculty gleaned from surveys are also incorporated into many of the decision-making processes for technology or software. Program reviews and four-year goal plans for each LRC and ARC help to fulfill the mission of these academic resource support programs. Both LRCs provide student and faculty evaluations and/or services questionnaires and have a “comments and suggestions” box located in the LRCs for additional student feedback [*Tutorial Services Evaluation; Student Evaluation*].

Library – Access and Promotion [Standard II.C.1]

The library promotes its resources to students and faculty through class library orientations, information competency classes, FLEX activities, the library webpage, and other publications such as pathfinders, bibliographies, and guides. Details of FLEX activities may be found on the FLEX website [<http://www.msjc.edu/flex/>], and details of information competency courses may be found in the 2003 class schedule and in the 2005-06 catalog of classes.

In 2003-04, at the request of faculty, librarians taught over 155 library orientations to class groups in which over 3673 students received focused instruction during regularly scheduled class time (SJC-84 orientations/2022 students; MVC-71 orientations/1651 students). In the spring 2003 semester, both librarians taught a four-credit, three-hour information competency class at each campus for the first time, with an initial enrollment of more than 25 at each campus. However, this course has not been taught since due to low enrollment. Information competency training has been designated to the libraries.

The regular library hours for the San Jacinto campus library are Monday through Thursday 8:00 a.m.-9:00 p.m., Friday 8:00 a.m.-2:00 p.m., and Saturday 9:00 a.m.-2:00 p.m. Hours for the Menifee campus library are Monday through Thursday 8:00 a.m.-8:00 p.m., Friday 8:00 a.m.-4:00 p.m., and Saturday 9:00 a.m.-2:00 p.m.

In 2002, library hours at the San Jacinto campus were reduced from 71 to 65 per week. At present, the San Jacinto campus library is open 65 hours per week, and the Menifee campus library is open 61 hours per week. Reference librarians are on duty to assist students, faculty, staff, and community members with their research and personal information needs whenever either library is open. The library catalog and the library’s subscription databases may be accessed 24 hours a day from off campus.

The 51 library computer workstations provide public access to the library’s cataloged print and audio-visual resources of both campus libraries via a shared automation system. Both campuses use an intra-lending service whereby library users at one campus location can request materials held in the library at the other campus. Both libraries also borrow materials held at other libraries (such as UC Riverside) for students and faculty, upon request, via interlibrary loan.

Learning and Academic Resource Centers – Access and Promotion [Standard II.C.1]

All LRCs and ARCs have access to the appropriate technology and to library resources to assist students as they undertake research and develop information competency skills. Each of the LRCs and the majority of the ARCs are open six days a week for a combination of morning and/or evening hours [*Writing Center Bookmarker; Learning Center Information Brochure*]. The hours of operation cater to day and evening students Monday through Thursday, with

additional hours available on Friday and the weekend. An online tutoring program began in the fall 2004 semester with a pilot project in selected online courses. In spring 2005, the online tutoring program created its own Blackboard presence. Online tutoring is now available to students for whom faculty have requested, via a faculty survey, available online services [*Learning Resource Center - Blackboard webpage*]. By the end of the spring 2005 semester, students visiting the LRCs were able to access online tutoring with the implementation of the Blackboard portal system.

Faculty members are given information about the LRCs and ARCs via flyers and website access. Promotional orientations of services are available to all faculty members who register for a short “introduction-to-services” visit for any of their classes [*Learning Resource Center promos*].

On the San Jacinto campus, the ARCs and LRCs are centrally located together in the library building. On the Menifee Valley campus, the Academic Resource Centers are located separately from the Learning Resource Center. Although the locations are not in the same area, they are connected with a door and can be easily accessed. At the San Jacinto campus, the staff has centralized services as much as possible, in part to hold regular staff meetings on a semester basis.

At the Menifee campus, hours of operation may differ between the ARCs, the library, and the LRC, but all units serve students six days a week. Plans for the Menifee Mathematics Center include opening the center summer 2005 [*The Math Center flyer*]. The intent of the institution is to have all Academic Resource Centers open and available for the 2005-06 academic year. The MVC Math Center will be temporarily housed in a smaller location than intended but will move into larger space once the new Learning Resource Center facility is built.

The Learning Resource Centers have developed well-supported websites that provide students with pertinent information [*Learning Resource Center* <http://www.msjc.edu/learningcenter>; *Learning Resource Center/SJC* <http://www.msjc.edu/learningcenter/sjclc.htm>; *Learning Resource Center/MVC* <http://www.msjc.edu/learningcenter/mvclc.htm>]. While each of the Academic Resource Centers has its own website, the online services are still limited. The LRC/ARCs are also represented on the portal taskforce and will be an integral part of the portal information provided to all students and faculty.

Library and Resource Centers – Security [Standard II.C.1]

The libraries have security systems to prevent theft of library materials. All library materials have electronic security strips which must be individually deactivated as part of the checkout process to allow materials to circulate outside the library, and an alert will sound by the security system if any item has not been properly checked out.

The Learning Resource Center and Academic Resource Centers at the San Jacinto campus have acquired supplemental videotapes and reference materials that are protected by the existing library security process. Calculators and assessment information are also housed in a secure area. Newly purchased wireless laptop computers are secured with a locked chain and housed on a security cart within a locked security area [*Receiving & Inspection Report – P-15414, 04/06/05*]. Maintenance for all equipment is provided by the Instructional Technology support team as part of its district-wide duties. The provisions of the Title V grant continue to ensure maintenance and security for all new technologies purchased through the grant for academic

resource support. The Menifee Valley campus LRC is secured by locked doors and locked file cabinets.

Library – Formal Agreements and Interlibrary Loans [Standard II.C.1]

Mt. San Jacinto College and member libraries of the Inland Empire Academic Library Cooperative (IEALC) have formal agreements to serve each other's students through reciprocal borrowing. Students may complete a registration form to acquire an IEALC authorization card which will enable them to directly borrow from any one of the member libraries [*Application for IEALC Borrower Card*]. The libraries also have a formal agreement with member libraries of San Bernardino, Inyo, and Riverside Counties United Library Services (SIRCULS) to borrow their materials through interlibrary loan. Through the Online Computer Library Center (OCLC) network, it is also possible to borrow materials from any library within the United States; both libraries have exercised this option. However, in actual practice, it has been restricted to those libraries that do not charge a fee. Additionally, library users at one campus location can request materials held in the library at the other campus through a library intra-lending service.

No support services are contracted out to other institutions for the Learning Resource Centers. However, in an effort to comply with the Title 5 (California Education Code) mandate that the college may not implement student fees for proctored testing, both Learning Resource Centers have arranged to have contracted reciprocal services available at other institutions for students who require proctored testing for an online class. At present, one such contract exists with Coastline College. Forms for reciprocal distance education proctored testing are available on both the Learning Resource Center websites as well as through the Blackboard homepage [*Test Proctor Instructions & Student Information; Online Testing Student Agreement form; Test Proctoring Information – Colleges and Learning Institutions; Test Protocol form*]. Forms are also available at each Learning Resource Center campus site.

Library – Evaluation [Standard II.C.2]

Library faculty meet regularly on both a formal and “as-needed” basis with the dean of Academic Success to discuss local issues and new college developments that impact its programs. The meetings provide a forum for improving support and access to learning support materials. Individual instructors who propose new courses are required to evaluate library resources, in conjunction with the librarian, in terms of their adequacy in supporting their proposal. The library's electronic resources are regularly evaluated to determine their effectiveness and value to student research and information needs.

During the spring semester of 2004, both libraries conducted a survey of students to determine their level of satisfaction with the library and its services. The results of the survey administered at the San Jacinto campus are reported in the San Jacinto campus library program review [*San Jacinto Campus Library Program Review 2004*]. At the San Jacinto campus, the population consisted entirely of incoming freshmen enrolled in English classes, while the Menifee campus survey consisted of the same group plus other library users at large. This survey will be administered annually. Both libraries plan program reviews in 2005.

Resource Centers – Evaluation [Standard II.C.2]

The Learning Resource Center at MVC has recently completed a program review [*Learning Resource Center Program Review, Menifee Valley Campus*] and the Learning Resource Center at San Jacinto is currently conducting its program review. An integral part of the review process is

a survey of faculty needs in which the results are counted as part of the qualitative data. While the goals of each Academic Resource Center are enumerated in separate documents and stand alone, these will eventually be incorporated into the Learning Resource Center as the Academic Resource Centers further develop.

Although the college is just beginning its dialogue regarding student learning outcomes, both LRCs and each of the ARCs have attempted to supply services that accommodate measurable objectives in curricula and syllabi. Existing ARCs will be incorporated in program review for the next cycle. It is envisaged that the libraries and the Learning Resource Centers will be part of a single, combined program review in the future, and that student learning outcome surveys and other data collection instruments will be developed in accord with the college's process for student learning outcomes. Both campuses have held workshops in study techniques to assist students in all courses [*Time Management Workshop blurb*; *Mastering Memory Workshop blurb*; *Workshop for Successful Students blurb*]. In addition, the Writing Centers have incorporated a student needs referral that faculty and staff can use to determine individual student needs within the discipline [*Writing Center – Intervention Checklist*]. The Math Centers are working on the same process. As the institution works on the early alert process, such student needs referrals may be incorporated within that process.

The LRCs and ARCs have based many services on the basic skills consultant report that the college outsourced several years ago [*Visiting Team Report on Basic Skills, June 2002*]. Most of the goals noted in that report have been completed in the LRC/ARC areas. Student needs have continued to be accommodated through the consultant report and through the Title V grant [*Grant Funded Projects – Title V* <http://www.msjc.edu/grants/titlev.htm>]. Faculty, staff, and student participation in the consultant report and the Title V grant has provided the foundation for services.

Students' needs are also accommodated with one-on-one tutorial sessions. All student tutors are required to successfully complete a for-credit tutorial training class that incorporates best practices in working with students to develop independent learning outcomes and student success activities [*Course Outlines of Record at Mt. San Jacinto College "Teaching Assistant"* <http://www.msjc.edu/currcom/outline.htm>]. Such training is mandated by the California Education Code and is also a part of the college tutorial certification program through the professional College Reading and Learning Association (CRLA) [*CRLA Certifications*]. The student tutorial program offered at this institution has been reviewed and accepted as part of the best practices programs certified throughout the state. The tutorial specialists participate in a listserv that promotes dialogue with other institutions that offer benchmark tutorial services [*Open Forum for Learning Assistance Professionals* 1masst-l@lists.ufl.edu]. The tutorial specialists also attend a local tutorial services conference that promotes information on successful tutoring programs.

The Academic Resource Centers have plans to continue to develop a student needs assessment for discipline-specific areas. A recent retention task force has also been created by the college. The dean of Academic Success and Technology is part of this task force and will communicate retention goals to the LRCs and ARCs. Current Academic Resource Center coordinators at the San Jacinto campus recently attended the National Association of Developmental Educators conference, where they were provided professional development information key to student academic success.

All of the centers provide a variety of academic support handouts that have been developed as part of discipline-specific learning outcomes [*Learning Resource Center – Index of Handouts*]. In addition, supplements to textbooks are made available to students in the form of technology supplements, active-learning supplements, or assistive website information. The Academic Resource Centers at both campuses have either held or are planning to hold workshops to increase student success in discipline-specific areas.

Analysis

According to recommendations of the Association of College and Research Libraries (ACRL), the minimum size of the library collection for a campus with a student population of 7000-8999 FTES should be a total of 109,450 volumes, comprising 95,000 book volumes, 850 current serial titles, 1600 video and/or film titles, and 12,000 other volumes. According to statistics on MSJC libraries compiled for the 2004 Academic Libraries Survey, the combined holdings are as follows: 55,998 book titles, 4452 full-text electronic book titles, 3751 audiovisual titles, and 234 current serial titles. Mt. San Jacinto College's libraries fall short of ACRL recommendations with regard to their holdings of circulating books. In order to supplement the existing hard-copy circulating collection, the library has been systematically adding electronic full-text books primarily through grant moneys. To date, approximately 7500 titles were added over the past two years.

While they appear to fall short in terms of current serial subscriptions, no account has been taken in the ACRL standards of online subscription databases that make it possible for libraries to access the full-text of thousands of journals online. Furthermore, a significant imbalance exists between campus libraries in the size of the circulating collection, even though the Menifee campus library collection is overall more current than the San Jacinto campus library's. As was typical of many community college collections, the San Jacinto campus library collection suffered many years of neglect during the 1970s and 1980s. Despite supplemental funding from PFE grant money amounting to a total of \$300,000 for the two main campuses between 2000 and 2003, overall the collection is dated, although certain subject areas are very current. As of June 30, 2002, about half the collection consisted of titles published prior to 1970, and only about 12% of the collection consisted of books published since 1990 [*San Jacinto campus library – Analysis of Circulating Book Collection as of June 30, 2002*]. In contrast, the reference collection for both libraries is comprehensive and has been kept up to date. The San Jacinto campus circulating book holdings have never been systematically weeded, and it appears as though this should take place as soon as possible to provide the college useful information for future budget considerations.

The electronic database collection is excellent in terms of its scope and range of offerings and compares favorably with colleges of equivalent size. In a survey of seven other college libraries of comparable size, MSJC possessed the greatest number of electronic subscription databases. Since the introduction of online full-text journals over the last five years, students have come to rely less on the hard-copy paper periodical collection, which has progressively shrunk in terms of its size. It appears that the real value of the hard-copy collection is retaining titles with high pictorial content, or for browsing and/or current awareness, or for which an index entry is available but not full-text online. Users may access the electronic subscription databases off

campus via passwords issued to currently enrolled students and faculty by the library [*Database Password Card*].

Under normal circumstances, the number of student workstations is sufficient to meet demand. However, on occasions like library orientations, there are too few workstations to accommodate entire classes. The average class size during 2004 for the Meniffee Valley campus library was 21 students, while at the San Jacinto campus library it was 24 students. However, some of the classes had up to forty students present during the orientation, which exceeded the number of workstations available. All library workstations are at least five years old and will need replacing annually on a “rolling” basis over the next few years. This is the responsibility of the Information Services department and is funded, at present, through district sources (not the library’s budget).

While the library solicits purchase recommendations from faculty and students, in actual practice, the majority of requests are still initiated by librarians. Requesters may send their recommendations in any format (e.g., e-mail, marked-up list, publisher’s blurb, etc.), but an official material recommendation form is also available [*Request for Purchase of Library Material*]. To successfully increase faculty participation, the library needs to continue to aggressively market its services to faculty. This includes making recommendations for possible titles to purchase after weeding has taken place and conducting presentations at departmental meetings and all-faculty meetings.

The library relies on “soft” money such as PFE and TTIP grants for purchasing some of its book materials and the bulk of subscriptions to its electronic databases, which results in an inherently unstable situation. Consistently stable and adequate budgetary resources should be allocated from “hard” district sources.

There is no supplemental budget for new courses for which the library must obtain materials to provide at least minimal support. At present, the library must purchase such materials from its regular budget.

The Learning Resource Centers and Academic Resource Centers have all been expanding to meet the needs of the college’s growing student body. General fund monies will need to be allocated to all of the ARCs over the next few years to ensure that appropriate technology purchases and staffing are maintained. At present, this goal has been met and sustained by a Title V grant. However, as the grant sunsets, each ARC will need to be fully funded through district monies. The budget for the LRC should be centralized along with the ARCs and placed under the supervision of Instruction, possibly its non-credit program. The apportionment garnered from non-credit FTES should be allocated to the supervised tutoring programs as a function of their supervised tutoring mandates, per the California Education Code, and should be delegated to the centers based on student growth, faculty input, and need. As with the library, technology support needs to be allocated through the district lease for instructional technology and should be part of the student growth dollars allocated to the supervised tutoring program. To continue to meet faculty need, student need, and institutional mission, the LRCs and ARCs should continue to get feedback on a regular basis and should look at centralizing services and effectiveness reviews.

The library has endeavored to promote its services through existing means and has achieved a degree of success, especially with the limited number of staff members. However, some new promotional opportunities have recently become available, such as new student orientations and student body functions, of which the library has not yet taken advantage. This includes access to the college's portal. One librarian is now participating in the portal development task force to ensure that libraries are able to market their services on the new portal product. Over 95% of the incoming freshman English classes are reached by library orientations, which is a satisfactory result.

The library and other faculty received positive feedback from students enrolled in the information competency class when it was offered. However, a better marketing strategy needs to be developed to attract students so that the course can be offered successfully in the future. The class will be offered again on both campuses in fall 2005 and is currently under schedule development.

The Learning Resource Centers will continue to support the needs of the libraries with technology support and/or marketing of the information competency class to students who utilize the centers' services.

Many community colleges in California reduced their operating hours within the last few years in response to budget cuts. In comparison with seven other college libraries, each serving an equivalent student population, the library at Mt. San Jacinto College had the most open hours. However, three of the seven colleges' libraries were open for sixty hours per week.

While no usage statistics are available, it appears as though students value the opportunity to access the library catalog and library databases off campus, and very few complaints have been received. The library issues passwords to students who wish to access the library databases, with the exception of Lexis-Nexis, which may be accessed directly via my.msjc.edu. Students are also able to view the texts of the library's electronic book collection off campus via a password of their choosing. Instructions are documented in the *netLibrary QuickStart Guide*, which is promoted during library orientations [*netLibrary QuickStart Guide*]. A recent survey conducted at the San Jacinto campus as part of the program review [*San Jacinto Campus Library Program Review 2004*] indicated that a significant number of students either had not used the electronic book collection or were unaware of its existence, underscoring the need for the library to actively market these holdings.

The intra-lending service between campuses is used extensively. During the 2003-04 year, for example, 274 requests were processed for both libraries combined. The delivery period typically averages one to two days according to statistics held at the circulation desk. While the overall satisfaction rate is relatively high, a minority of requests cannot be filled, primarily due to misshelved or missing books. In the case of the San Jacinto campus library, an inventory has never been conducted of the entire collection, and thus titles that are lost or missing appear in the catalog as though they are still in the library.

For interlibrary loans, the library prefers to borrow from other libraries that do not charge fees, as there is no budget for charges. The library borrows mainly from nearby University of California at Riverside, for which the delivery period is up to one week. Other libraries are identified through OCLC, and the fulfillment response time is usually longer. The library is able to fulfill

nearly all the requests submitted by students and faculty. It is estimated that 300-400 interlibrary loan requests are processed by the library each year.

The library pays a small annual membership to IEALC for reciprocal borrowing and interlibrary loan privileges. In practice, a minimal number of students register for borrowing privileges with other member libraries of IEALC, and no reports of misuse have ever been received. The interlibrary loan service is used more extensively. IEALC pays the delivery charges, and borrowing libraries are responsible for the cost of return postage, which in the case of the MSJC library currently comes from the college's overall operating budget. Items are usually returned on time, and there has been only one incident regarding a lost item. Interlibrary loan is used to obtain needed materials, on a requested basis, that the library does not have, and it is able to fill over 95% of requests, a satisfactory rate.

Mt. San Jacinto College will continue to meet student demand by offering as many online services as possible. Since the Learning Resource Center at the Meniffee campus will be located within the new LRC building, hours of operation will be consistent with the library, and services will be centralized as they are at present at the San Jacinto campus. Documentation of student use will continue to serve as the benchmark for open hours in the face-to-face setting. As space opens with the new facility at the Meniffee campus, continued space needs should be addressed at the San Jacinto campus.

A recent inventory conducted at the Meniffee Valley campus library discovered that approximately 400 titles were missing from the shelves. While this number included items weeded from the collection but not deleted from the catalog, it is felt that some of the items had been stolen from the library. To date, no inventory has been performed at the San Jacinto campus library.

Since the San Jacinto campus library is often used for college functions outside of operating hours, there is some concern about the security of the collection when library staff is not present. While the main entrance to the San Jacinto library is monitored by a security system, the other two exits (emergency exits) do not have the same level of security.

Library faculty meet individually with the dean of Academic Success more as the need arises than on a formal, regular basis. The Academic Success team meets at least once each semester; this includes representatives from the library, the Learning Resource Center, academic computing support, and distance education.

In proposing new courses before the Curriculum Committee, too many instructors spend insufficient time in evaluating library holdings in terms of their adequacy to support their proposals and, therefore, present the paperwork to the librarian for a signature on the day it needs to go to the Curriculum Committee to be included in the agenda.

Library faculty are constantly evaluating new and currently held online databases to gauge their effectiveness. Information on new products is periodically disseminated by groups such as the Chancellor's Office of the California Community Colleges, and vendor promotional blurbs are received regularly in the mail. Librarians may review any specific product in writing [*Review of Facts.com Database*] and solicit faculty feedback, especially regarding subject-specific databases.

Evaluations of student improvement in the Learning Resource Centers and Academic Resource Centers has been based on faculty and student surveys. The college needs to incorporate institutional research to determine effectiveness with data on student persistence and retention in courses where they have also used the corresponding LRC/ARC services. Evaluation of student need must also be integrated with information from other institutional support areas, such as counseling and student outreach and development. As the college develops its response to student learning outcomes, the LRCs and ARCs should develop integrated “out-of-the-classroom” support services and resources that align with the outcomes developed by faculty. The LRCs and ARCs need to develop their own program outcomes and review and evaluate them for alignment with institutional outcomes.

Action Plans

AP II.C.1

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

AP II.C.2

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

AP II.C.3

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

AP II.C.4

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

AP II.C.5

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

AP II.C.6

Centralize program reviews into academic resource support programs at each campus and eventually blend them into library program reviews.

AP II.C.7

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

AP II.C.8

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

AP II.C.9

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

AP II.C.10

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

AP II.C.11

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

AP II.C.12

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

AP II.C.13

Provide increased ARC services with future ESL/reading labs.

AP II.C.14

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

AP II.C.15

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

AP II.C.16

Encourage higher-level bodies like the Curriculum Committee to require faculty who propose new courses to spend more time evaluating library holdings prior to submitting their proposals to the committee for a hearing. At present, this is unenforceable by

library staff, except that librarians can refuse to sign off on a course proposal until they are satisfied that an adequate evaluation has been done.

AP II.C.17

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

AP II.C.18

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

AP II.C.19

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

AP II.C.20

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

References for Standard IIC:

Academic Resources Center Goal Plan
Application for IEALC Borrower Card (form)
Course Outlines of Record at Mt. San Jacinto College “Teaching Assistant”
<http://www.msjc.edu/currcom/outline.htm>
CRLA (College Reading and Learning Association) Certifications
Database Password Card
Grant Funded Projects – Title V <http://www.msjc.edu/grants/titlev.htm>
Learning Center Information Brochure
Learning Resource Center – Index of Handouts
Learning Resource Center (Blackboard webpage)
Learning Resource Center <http://www.msjc.edu/learningcenter>
Learning Resource Center Program Review, Meniffee Valley Campus
Learning Resource Center Promos
Learning Resource Center/Meniffee Valley Campus
<http://www.msjc.edu/learningcenter/mvclc.htm>
Learning Resource Center/San Jacinto Campus <http://www.msjc.edu/learningcenter/sjclc.htm>
Library Electronic Resources Guide
Library Research Resources: an Overview
Mastering Memory Workshop (blurb)
Meniffee Valley Campus Library homepage <http://www.msjc.edu/mvclibrary>
netLibrary QuickStart Guide
Online Testing Student Agreement form
Open Forum for Learning Assistance Professionals imasst-l@lists.ufl.edu
Receiving & Inspection Report – P-15414, 04/06/05
Request for Purchase of Library Material [form]
Review of Facts.com Database (e-mail)
San Jacinto Campus Library – Analysis of Circulating Book Collection as of June 30, 2002
San Jacinto Campus Library – New Materials Received, 2003-2004
San Jacinto Campus Library Collection Development Policy
San Jacinto Campus Library homepage <http://www.msjc.edu/sjclibrary>
San Jacinto Campus Library Program Review 2004
Student Evaluation
Test Proctor Instructions & Student Information
Test Proctoring Information – Colleges and Learning Institutions
Test Protocol form
The Math Center flyer
Time Management Workshop (blurb)
Tutorial Services Evaluation
Visiting Team Report on Basic Skills, June 2002
Workshop for Successful Students (blurb)
Writing Center – Intervention Checklist
Writing Center Bookmarker

Standard III



STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- A. Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**
- 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**
 - b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**
 - c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**
 - d. The institution upholds a written code of professional ethics for all of its personnel.**
 - 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.**
 - 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**
 - a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**
 - b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

4. **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**
 - a. **The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**
 - b. **The institution regularly assesses its record in employment equity and diversity consistent with its mission.**
 - c. **The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**
5. **The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**
 - a. **The institution plans professional development activities to meet the needs of its personnel.**
 - b. **With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**
6. **Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Description

Mt. San Jacinto College employs qualified personnel to support student learning programs and services and to improve institutional effectiveness. Personnel are treated equitably, evaluated regularly and systematically, and provided opportunities for professional development. Consistent with our mission, MSJC demonstrates our commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with instructional planning.

Personnel Evaluations [Standards III.A.1, 2, 3, &4]

Educational and classified administrators' appointments or contracts are made in accordance with Education Code §72411 and §72411.5. Each administrator serves at the discretion of the Board of Trustees upon the recommendation of the superintendent/president. Removal from an administrative position could result in re-assignment to a non-administrative position. Seniority rights and/or retreat rights for educational administrators comply with Board policy as agreed to with the Academic Senate. The performance evaluation process ascertains the effectiveness of the professional staff member in relation to the administrator's job description, college and department goals and objectives, Board of Trustees expectations and employee competencies, administrative procedures, and normally assigned job-related responsibilities.

The evaluation recognizes achievement and assists an administrator's self-improvement, growth, and increased effectiveness in performance of duties.

The evaluation considers, but is not limited to, the following competencies:

- Performance of responsibilities as defined in the job description.
- Degree of success in completing management objectives, taking into consideration the degree of difficulty inherent in the objectives, current fiscal climate, and other conditions of the district.
- Professional growth.
- Extent to which the administrator's actions exemplify:
 - ◆ Teamwork.
 - ◆ Collaborative working relationships.
 - ◆ Decision making.
 - ◆ Clear and effective written and verbal communication.
 - ◆ Appropriate supervisory skills.
 - ◆ Effective and efficient time and resources management.
- Other activities and responsibilities, including:
 - ◆ Participation in community organizations and in committees of the college.
 - ◆ Unanticipated activities.
 - ◆ Special assignments and projects.
 - ◆ Budget management including contributions to cost effectiveness.

Full-time faculty evaluation is conducted pursuant to Article X: Evaluations of the Collective Bargaining Agreement (CBA) between the district and the Faculty Association. This agreement sets forth the basic procedures under which faculty evaluations are conducted. The criteria and standards set forth professional and personal areas subject to evaluation and are agreed to by way of a memorandum of understanding between the district, the Academic Senate, and the Faculty Association. These agreements are continually reviewed and periodically revised. The CBA further provides a means to file and process a grievance should the employee feel that the procedures and/or judgment of the evaluation were violated.

Associate faculty are evaluated pursuant to Section X: Evaluation in the CBA between the district and the Communications Workers of America (CWA), which represents associate faculty. The CBA between the district and the CWA also contains grievance procedures for any employee who feels that the procedures and/or judgment of the evaluations were violated.

The district currently does not consider or incorporate student learning outcomes as a component of faculty evaluations.

Classified staff are evaluated at regular intervals as outlined in the CBA between the district and the California School Employees Association (CSEA). The district and the CSEA recently negotiated a change in the evaluation interval from an annual evaluation to a biennial schedule for all permanent, non-probationary classified employees.

Code of Ethics [Standard III.A.1]

Our district does not have a formal written code of professional ethics. However, the district has a fully developed set of policies and procedures focused on ensuring that all staff conduct themselves professionally and with integrity and that the district maintains a supportive and collegial work environment.

Selection of Personnel [Standards III.A.1 & 2]

The college uses the master plan and individual department program reviews as bases for all staffing decisions. Additionally, staffing needs are validated through a collegially agreed-upon process involving various constituent groups in the district. The staffing needs of the district are reviewed annually through each department's goal assessment and budget formulation procedures.

The number of full-time faculty is directly affected by the district's base budget and state-mandated minimum staffing under CCR - Title 5. The district must employ and maintain a minimum number of full-time faculty. In fall 2004, the required minimum number of full-time faculty was 106.8. At that time, our college employed 126. As the district continues to grow and expand its instructional program, additional new faculty positions will be added. For academic year 2005-06, five new faculty positions were added. The specific teaching discipline receiving new faculty positions is determined through the Joint Hiring Committee, which consists of faculty and administrative representatives and makes recommendations to the superintendent/president.

Associate faculty supplement and enhance the instructional program of the district. Associate faculty are integral to the instructional program and account for the majority of the weekly student contact hours (WSCH) reported by the district. The number of associate faculty and the teaching disciplines covered by them are determined by instructional course needs, which are ultimately driven by the master plan and program reviews conducted by the Offices of Instruction and Student Services. The district currently employs 425 associate faculty. Further, our associate faculty currently teach approximately 53% of the WSCH.

Equity and Diversity [Standard III.C.4]

Faculty, associate faculty, and classified staff have collective bargaining agreements which articulate basic policies and procedures for the fair and equitable treatment of all staff. Additionally, the Human Resources department has developed and maintained a series of published procedures used to ensure standard practices and procedures for implementing federal and state laws, Board policies, and sound personnel practices.

Protecting and limiting access to personnel records is governed by various sections of the California Government Code and individual collective bargaining agreements. The district recognizes that providing excellent customer service includes not only maintaining personnel records accurately, but also ensuring that the privacy rights of each employee are protected. To that end, the district has qualified human resources staff responsible for the security and accuracy of all personnel records.

The district stores all personnel records in Class 350, one-hour fire-resistant locking safes. The safes are kept in a controlled environment with no public access. Safes are locked outside of normal office hours with controlled access to the personnel records file room and the Human Resources department, in general. Employees wishing to review the contents of their personnel records must make an appointment with the analyst or technician having primary custody of the records. Employees may view only those documents they have signed or should have received a copy of. Employees are monitored at all times while reviewing their records.

The district has an active Diversity Committee which goes beyond the basic requirements of CCR Title 5 Section 53005 et seq. The committee consists of district employees and members from a diverse group of community-based organizations (CBOs). Every effort has been made to include as diverse a group of staff, students, and CBO representatives as possible. The district provides many opportunities and activities for continued individual growth, the development of an appreciation of diversity, and acceptance of a diverse work force, community, and student body. The committee consists of 20 active members from the San Jacinto and Menifee campuses and CBOs (e.g., San Jacinto/Hemet Human Relations Council and The Interfaith Council) from local communities. This committee plans activities and presentations which are coordinated on and off campus.

The California Community Colleges had, until a few years ago, measured progress towards staff diversity by how well each district achieved its stated goals with a specific timetable. With passage of Proposition 209 and later litigation, the state has discontinued the use of goals and timetables as a measure of progress. We do, however, still measure the impact of employment decisions upon all ethnic groups identified under federal law. This is done without regard to whether or not the group is a federally “protected group.”

Mt. San Jacinto College routinely records and reports diversity information for applicants and new hires. The staff uses software to record and analyze each recruitment from the application stage through final selection. The district’s vice president of Human Resources utilizes this information to determine whether any group is adversely impacted based upon its representation in the recruiting process. This information is used to assess the district’s equity and diversity efforts. Human Resources uses impact-ratio analysis at the 80% level to determine if there is a possible disparity in hiring between individual groups or between a single group, as compared to all groups. The results of this analysis may indicate that the selection rate or the group is less than 80% of the selection rate for another group and that the number selected from a particular group is short of perfect parity by one or more whole person(s). This information does not necessarily point to a problem, but rather highlights areas where additional analysis may be required. That analysis may include the following categories:

- Job Group (minority vs. all others)
- Job Group (vs. most favored)
- Job Title
- Department
- Recruitment Number
- Full-time (classified)
- Part-time (classified)
- Job Group Designation:
 - ◆ 010-Executive/Administrative/Management
 - ◆ 020-Faculty
 - ◆ 030-Professor (Non-Faculty)
 - ◆ 040-Clerical/Secretarial
 - ◆ 050-Technical/Paraprofessional
 - ◆ 060-Skilled Craft
 - ◆ 070-Service Maintenance
- By Gender and Ethnicity

All district policies and procedures conform to not only state and federal law regarding appropriate labor practices, but also district policies which implement the Education Code procedures (complaint procedures) and collective bargaining agreements which cover the equitable and consistent treatment of all employees.

Professional Development [Standard III.A.5]

Our institution provides numerous staff development opportunities for each of its employee categories. For instance, full-time faculty participate in FLEX activities, including days co-planned by the FLEX Committee and MSJC administration, and individual activities approved by the committee. The current contract mandates that at least 42 hours, or seven days, of FLEX be completed. The five-member FLEX Committee is coordinated by a faculty member who receives a cash stipend of approximately \$10,000 per year. Among the planned activities during 2004-05 were workshops on the following:

- Program marketing.
- Understanding counseling services.
- Recruiting and retaining student athletes.
- Designing vision and mission statements for the MSJC Biology department.

A Faculty Resource Center (FRC) was developed in 2004-05 and is coordinated by a full-time certificated faculty member (a position originally funded through a grant, with annually increasing college absorption). The coordinator surveys faculty about their development needs and offers personalized development programs. During spring 2005, the FRC offered training in Blackboard, student learning outcomes, and learning communities. Conference attendance funds are not currently available due to budget cuts at the state level.

Mt. San Jacinto College offers salary advancement opportunities to full-time faculty. The Salary Advancement Committee is the only committee at the college created and run by the Faculty Association. This committee is mentioned only within the Faculty Association contract and makes recommendations to the superintendent/president or designee. The composition of the committee has no roots in the contract. The Salary Advancement Committee reviews and recommends approval of all full-time faculty applications for salary advancement (usually course approvals), initial placement on the salary scale, and sabbaticals. Composed of two faculty members (both members of the association) and two representatives from the college administration, the four-member Salary Advancement Committee meets monthly and votes on all items that come before it.

The district contract offers full-time faculty a paid, one-semester sabbatical leave after seven years of service to pursue independent study, travel, earn work experience, or prepare educational materials. Compensation is based on the unit member's salary, modified by the following formula:

- 7 years of service: 50% of normal pay for one semester
- 8 years of service: 66.667% of normal pay for one semester
- 9 years of service: 83.333% of normal pay for one semester
- 10 years of service: 100% of normal pay for one semester

Associate faculty have paid FLEX time available based on their hourly workload (the number of contact hours taught in a particular semester/academic year). They can attend scheduled activities or complete individual FLEX activities as approved by the FLEX Committee. The FRC also serves associate faculty. Each semester, an associate faculty orientation is made available to new faculty, who are compensated using FLEX hours. Conference attendance funds for associate faculty are not currently available due to budget cuts at the state level.

The Classified Senate plans an annual classified staff development day, usually held during the week of spring break. The academic calendar is developed with this day in mind and also reflects Classified Staff Week, which occurs during a week in May. Activities developed by polling employees have recently included presentations on subjects such as self-defense and family health and welfare. This annual event is paid for by the CSEA union, district funds, and various fundraising efforts. At the end of every month, the Classified Senate recognizes outstanding classified staff. These nominees are nominated by individuals within the Classified Staff. Salary advancement is also available (under the collective bargaining agreement) for classified staff who take classes related to their duties or formal education.

Administrative staff may attend management seminars provided by a legal consortium, of which MSJC is a member. Administrative staff also attend monthly Management Leadership Council meetings that provide current information about district programs and include a professional development component. Participation in state organizations, such as Association of California Community College Administrators (ACCCA), provides additional development opportunities.

Human Resources Planning [Standard III.A.6]

Human resources planning and utilization is an integral part of the district's master planning process, as well as its program and departmental planning processes. The district recognizes that approximately 80% of its base budget is committed to staff and staff-related activities. The issues of staffing and efficient use of staff are present throughout our planning process. The assessment of the need for human resources and how effectively they are used is integral to our culture. This is seen everywhere at MSJC, from program reviews conducted in the Instruction and Student Services areas to the establishment and assessment of goals in support of the district's mission.

Mt. San Jacinto College ensures the integrity and quality of its programs and services by employing personnel qualified by appropriate education, training, and experience to provide and support these programs and services. Administrative recruitments are conducted in accordance with the Management/Administrative Handbook currently in effect. Full-time faculty recruitments are conducted in accordance with AB 1725, Standard Hiring Procedures for Contract Faculty, Section I, Hiring Procedures. All full-time administrative and full-time faculty positions are publicized by using the following methods:

- Detailed recruitment announcements.
- Advertisements in local newspapers.
- Postings on the college website.
- Postings on the California Community Colleges Registry Plus website.

- E-mail notification to all potential applicants who have posted their qualifications and contact information on the California Community Colleges Registry Plus website.
- E-mail notification and posting requests (along with recruitment flyers) to all California Community Colleges available through the Chancellor's Office.
- Placement of job postings on other websites, listservs, and/or trade publications (depending on the position).
- The district's employment job line.
- Availability of applications and recruitment flyers to walk-in applicants in the Human Resources department.

Recruitment announcements for administrative and full-time faculty positions are prepared and approved by Human Resources and the applicable vice president. Each recruitment announcement contains the following information:

- A brief job summary with position-specific information, such as the type of position, the reporting protocol, and an overview of position responsibilities.
- Detailed examples of duties specific to the position.
- Specific information about the district's expectations with regard to knowledge, skills, and abilities, which cannot be easily demonstrated during the screening process.
- The required qualifications for the position as stated in the Minimum Qualifications for Faculty and Administrators in California Community Colleges issued by the Chancellor's Office. A link to the Chancellor's Office minimum qualifications is also posted on our website for applicant access.
- A summary of desired qualifications beyond the minimum qualifications.
- Salary range information, along with a summary of benefits, offered by the district for the position.
- A list of documentation required to complete the application process, including application submission deadlines.

Applications and recruitment flyers are available to walk-in applicants in Human Resources. Human Resources receives and documents completed applications for administrative and full-time faculty recruitments and verifies that each applicant has submitted all required documentation. Human Resources also screens the applications for minimum qualifications. If an applicant meets the minimum qualifications, the application is forwarded to the screening/interview committee for possible inclusion in the interview process. Screening/interview committees are established using Recruitment Committee Request forms.

Associate faculty recruitments are conducted in accordance with AB 1725, Selection Procedures for Hourly Faculty. Minimum qualifications of each applicant are verified using the Minimum Qualifications for Faculty and Administrators in California Community Colleges issued by the Chancellor's Office. Applications for associate faculty positions are accepted on an ongoing basis. Applications of applicants meeting the minimum requirements for the specified discipline are placed in the associate faculty applicant pool. Associate faculty recruitment is publicized by using the following methods:

- Advertisements in local newspapers.
- Postings on the district website.
- District's employment job line.

Classified personnel are hired and retained based on the following:

- Criteria, qualifications, and procedures for selection of personnel are clearly stated in the job announcement.
- Job descriptions and classification standards accurately reflect position duties, responsibilities, and authority.
- Positions are internally and externally publicized through:
 - ◆ Lateral transfer/voluntary demotion/non-promotional e-mails.
 - ◆ Bulletin boards in prominent locations.
 - ◆ Local advertising.
 - ◆ The MSJC website.
 - ◆ A job line.
 - ◆ The Employment Development Department.
- Classified personnel are evaluated at stated intervals in accordance with the CSEA contract [*CSEA Contract*]. Human Resources uses an established evaluation format.
- Classified personnel have the benefit of professional development through a salary advancement program. Completed coursework through an accredited institution may be applied toward step increases on our salary schedule.

Our college has a structured and fair recruitment procedure that is defined in the Classified Staff Hiring Procedure, in Human Resources Standards and Practices #3 (HRSP #3), Classified Recruitment and in the Lateral Transfer/Voluntary Demotion Procedure. In addition to duties, minimum qualifications, knowledge, skills and abilities, and essential functions, the job announcement includes pertinent detailed information on salary, benefits, and work location. If the position is part-time, the announcement also includes the work schedule.

Analysis

Mt. San Jacinto College utilizes an extensive evaluation process to ensure qualified and competent personnel are hired and retained. The administrative evaluation process is designed to clarify and assess, to the extent possible, the administrator's effectiveness in performing specific and general duties outlined in individual job descriptions. Additionally, all administrators are evaluated on how well they satisfy stated personal, professional, and organizational goals and objectives. This assessment includes a realistic dialogue regarding the district's expectations for maintaining individual competencies, management effectiveness, and participation in the college community. In order to facilitate the communication process regarding goals, objectives, expectations, and outcomes assessment, each administrator must develop annual goals which are reviewed and revised every six months in face-to-face meetings with the immediate supervisor. This continued dialogue creates the foundation for assessing the administrator's effectiveness in determining activities, goals, objectives, and outcomes within the larger department and the district's master plan. The ultimate goal is to ensure that the administrator's evaluations remain an integral part of assessing institutional effectiveness and continual process improvement. By

making an administrator's evaluation a dynamic part of the institutional effectiveness cycle, rather than a static point in time, the administrator's job effectiveness becomes a part of overall effectiveness for achieving the district's mission and master plan.

Contract faculty (those without tenure) are evaluated every year for four years. First- and second-year contract faculty are evaluated by a mutually agreed-upon team comprised of the faculty member being evaluated, his or her department chair (and/or other appropriate faculty member), and the supervising administrator. Other members may be incorporated or changed by mutual consent. The evaluation consists at a minimum of a peer evaluation and an administrative evaluation detailing the functions performed by the faculty member through an extensive set of criteria, including classroom observations, review of participation with the college community, and service to the community surrounding the college. In addition, student evaluations are included to the extent practical, which in most cases occurs with each evaluation period. Tenured faculty utilize the same methods and procedures identified for first-, second-, third-, and fourth-year contract faculty, except for the recommendation for retention/dismissal and the fact that regular faculty are evaluated once every three years. The above practices apply to teaching faculty. A standardized evaluation process has not been adopted for non-teaching faculty. The evaluation process has not been linked to student learning outcomes but is being addressed through committee at present.

Associate faculty are evaluated during their first semester of service and every sixth semester thereafter. The evaluation process includes a classroom observation, student evaluations, and a self-evaluation. The classroom observation is performed by the area dean or department chair. The classroom observation includes commentary on breadth and depth of instruction, use of instructional methods and techniques, effectiveness of communication, and student rapport. The self-evaluation allows the associate faculty member to comment on his or her teaching philosophy, instructional strategies, and successes and challenges within the semester.

Classified personnel are evaluated at stated intervals in accordance with the CSEA contract. The Human Resources department uses an established evaluation format. The procedures and scheduling of evaluations have been refined. With the biennial interval, the need to better manage the supervisor's follow-up and preparation of the actual evaluation has become even more critical. To that end, the district has implemented an automated notification and annotation system which is integrated into the district's budget/payroll and personnel system. This system also tracks the evaluation completion for full-time faculty and administrators.

Evaluation is a contractual and shared governance issue and one in which, per the Memorandum of Understanding dated October 30, 2001, the areas addressed include classroom instruction (breadth and depth of instruction, use of instructional methods and techniques, effectiveness of communication, rapport, and overall effectiveness), department/campus/college participation, and additional professional responsibilities.

The district utilizes every tool and procedure available to ensure that all staff are treated fairly and equitably. Administrators have, as a significant component of their evaluation, an assessment of their professionalism and adherence to district policy and all legal guidelines. Faculty and classified staff are similarly evaluated. The district ensures that due process and equity are afforded to each and every employee.

The organization and staffing levels for administrators are mission driven. The master plan, individual department program reviews, annual goal assessments/reviews, and budget priorities determine the specific staffing levels and organizational placements used to determine and validate staffing needs.

With passage of AB 500 in 2002, the district undertook the review of all of its hourly classified staffing patterns and needs. In conjunction with the master plan and the budget process, the district reorganized some department offices and added approximately 45 hourly classified staff. Each of the staffing patterns was developed to specifically support the student services and instructional programs.

Administrators and managers are routinely trained on the policies and procedures for the fair and equitable treatment of staff. The district is a member of a management training consortium which provides continuing professional development workshops conducted by the law firm of Liebert, Cassidy, Whitmore. Additionally, all administrators and staff are required to attend workshops dealing with sexual harassment awareness/compliance and discrimination. The district actively manages all employee collective bargaining agreements and monitors compliance proactively. Finally, Human Resources has developed and disseminated a management handbook which provides an overview and quick reference guide for the most common employment-relations issues.

The district has a very active and supportive diversity and equity program. The district has a two-pronged approach to diversity and equity. The first approach is to emphasize awareness and appreciation for the ethnic and cultural diversity present among our some 14,000 students and 1400 employees. This is accomplished with a series of formal and informal activities and workshops utilizing district staff and many outside professionals and presenters. The district's Diversity Committee, composed of staff members, students, and representatives from a number of community-based organizations, is active, developing and sponsoring many of the formal activities. The second approach is based upon compliance with existing federal and state law and Board policies related to illegal discrimination and sexual harassment awareness and prevention. Formal training workshops are conducted by the vice president of Human Resources and a law firm for the district. Additionally, information campaigns are conducted using various media. Our institution also maintains a website which contains a significant amount of information regarding issues and programs which support diversity.

The main issue at hand in considering the future of professional development for faculty and staff is that the rapid growth experienced by the district at both campus locations means that staff development activities need to be available and accessible to employees at both sites. The college also needs to monitor the level of budget support allocated to staff development and to see that sufficient resources are made available.

An ad hoc committee appointed by the Academic Senate recently recommended that the FLEX program should have coordinators appointed at both campuses to better serve the growing faculty at both sites. The FLEX program needs to be reviewed by the appropriate administrative and faculty groups to ensure that it has been allocated adequate resources and that its activities meet state standards.

Each department, under the direction of its vice president, annually conducts either a program review or department planning activities in which department members assess their operation within the context of the district's master plan. Goals and objectives are reviewed, revised, or developed, which also addresses the effectiveness of resource allocations and future resource needs, including human resources. These human resource needs are then incorporated into the departments' annual budget development processes and presented to the Executive Cabinet (consisting of the superintendent/president and vice presidents), which prioritizes human resource needs. The superintendent/president makes the final decision on the new classified, certificated, and administrative positions requested by each department. All position requests must be shown to be program and master plan related. New faculty positions are developed by each instructional department based upon program review. The district maintains a standing Joint Hiring Committee consisting of faculty members appointed by the Academic Senate and administrators representing the district. Instructional departments make their position requests to the Joint Hiring Committee in a public forum supported by program review results and statistical data. The Joint Hiring Committee then develops a priority faculty hiring list and submits this list to the superintendent/president and the Executive Cabinet. Based upon available state funding, the superintendent/president will determine the number of new full-time faculty positions. All new positions are presented to the Board of Trustees for confirmation.

Action Plans

AP III.A.1

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

AP III.A.2

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

AP III.A.3

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

References for Standard IIIA:

Administrator Desk Reference
Calendar of 2004-05 FLEX programs
CSEA Contract
CTA Contract
CWA Contract
Discrimination Policy
Faculty Resource Center Workshop Schedule
Human Resources Standards and Practices
January 2005 Pre-College FLEX Schedule
Joint Hiring Procedures
Master Plan 2000-2005
Master Plan 2004-2009
Program for 2004-05 Classified Staff Day
Recommendation from Academic Senate Ad Hoc Committee on FLEX (October 2004)
Safety Handbook
Sexual Harassment Policy

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- B. Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**
- 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**
 - b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**
 - 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**
 - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Description

Mt. San Jacinto College ensures adequate physical resources to support its educational programs and provides a safe, inviting environment for students, staff, and the community. The district meets these expectations through a variety of methods including the master plan, FUSION (Facilities Utilization Space Inventory Options Net, a California Community College software program to record and track building maintenance), the Scheduled Maintenance Report, preventive maintenance programs, work orders, and the establishment of a new police department. These and other programs help to meet our college's overall goals and our mission statement. Details of these programs and evidence are listed below.

Our institution is firmly committed to maintaining a safe and healthful working environment. To fulfill this goal, the district has implemented the Injury & Illness Prevention Program (IIPP), the Safety and Facilities Committees, and a POST-certified police department (Police Officer Standards and Training).

Injury and Illness Prevention Program [Standard III.B.1]

To meet its obligation to maintain a safe and healthful workplace, the college's Human Resources department has training sessions informing staff of the Injury and Illness Prevention Program (IIPP). While the training is geared toward new employees, all employees are encouraged to attend. In addition to the IIPP, we have two active committees that oversee this program and general safety throughout the district.

The IIPP is divided into three main parts:

- Blood Borne Pathogens Exposure Control Plan
- Standard Operating Procedures for Working with Laboratory Chemicals
- Hazard Communication Program

This IIPP provides MSJC's guidelines on safety issues and identifies the person responsible for the program. The IIPP document is also used to identify and evaluate workplace hazards. The program illustrates the methods and procedures for rectifying work hazards in a timely manner. It also contains an Occupational Health and Safety Training program designed to instruct employees in general safety and healthy work practices and to provide instruction about hazards specific to each employee's job assignment. Additionally, the program delineates methods of communication with employees about health and safety matters. Disciplinary procedures are explained to ensure that employees comply with safe and healthy work practices.

Safety and health procedures and practices are published in the IIPP, Blood Borne Pathogens Prevention Program. District policies and practices are implemented in order to provide a safe and healthful workplace.

All operations are in compliance with the IIPP and applicable federal and state standards and local regulations. The college works to ensure that all employees comply with workplace safety and health practices through the Safety Committee.

Ergonomic Program

The Human Resources department has an ongoing ergonomic program monitored by Keenan & Associates, the district's insurance carrier. The program allows for an ergonomic technician to view each new workstation. A staff member may also request an assessment and recommendations to be made to ensure compliance with accepted practices.

Disaster Plan

Our college is in the process of upgrading and updating our central disaster plan. This plan outlines the proper responses to various crisis situations. The Command Incident Program is used to respond to disasters in association with appropriate departments, staff, and agencies.

Safety Committee

The Safety Committee has been established under the Shared Governance Committee and is comprised of classified staff, faculty, administrators, and our insurance carrier, Keenan & Associates. It ensures that the college complies with established safety standards. The safety program consists of a steering committee and two safety committees. Each main campus has

separate committees responsible for analyzing, reviewing, and ensuring the safety of each campus. Each committee meets monthly.

The Safety Committee reviews reports of safety inspections, investigations of occupational accidents, and causes of any incident resulting in injury, illness, or exposure to hazardous substances. When appropriate, the committee makes recommendations to improve the college safety.

Three forms help the Safety Committee meet its goals:

- Accident/Injury Report (used to report an accident or injury).
- Report of Unsafe Condition (used to report a safety suggestion or an unsafe condition).
- Safety Investigation Report (used to initiate an investigation of an unsafe condition).

Any staff member or student may provide notification of safety concerns. These forms are submitted to the Human Resources department for further action and appropriate action by the Safety Committee.

Police Department

Mt. San Jacinto College established a POST-certified police department in fiscal year 2003. Great strides were made with the hiring of an interim police commander and one police officer, as well as five campus safety officers. The college received a three-year, \$150,000 U.S. Department of Justice COPS Universal Hiring Program grant for community-oriented policing services. The grant is effective from August 1, 2002, through July 31, 2005, and partially funds the salaries of the police commander and police officer. The purpose of this grant was to establish a POST-certified police department to provide safety and security services to our students, faculty, staff, and visitors, as well as to district facilities and to ensure that physical assets are secured. The department ensures that police staff are on campus during class times and sanctioned school events.

The college police department tracks campus security reports as required by The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The department also maintains a website [<http://www.msjc.edu/msjcpcpd>]. The establishment of the police department is reflected in the Master Plan 2000-2005 (Goal 33, Health and Safety) and in the Master Plan 2004-2009 (Goal 7, Public Safety).

Physical Projects [Standard II.B.1]

Mt. San Jacinto Community College is a single-college district with a multi-campus structure. The San Jacinto campus is situated on 160 acres and includes 18 permanent buildings and four modular buildings. The Menifee Valley campus is located on 50 acres consisting of six permanent buildings and 20 modular buildings. The district is in the process of annexing an additional 30 acres adjoining the Menifee campus. Three new buildings are set for construction at MVC. The college is also planning two new campuses and numerous projects.

The college is working on the following projects:

Learning Resource Center – Construction groundbreaking occurred in March 2005. The total capital outlay project budget is \$11 million, with \$10 million allocated to construction. The expected completion date is April 2006. This project consists of a two-story, 37,000 square foot learning resource building that will house the MVC library on the second floor.

Technology Building – Preliminary plans and working drawings are in process and have been submitted to the California Community College Chancellor's Office. The total capital outlay budget for this project is \$10 million, with \$8 million for construction. The 2005-06 state budget includes a construction budget for this building. Construction is expected to begin spring of 2006. This two-story, 35,700-square-foot building will provide a centralized location for business and technology programs at MVC.

General Classroom – The final project proposal for this project has been prepared for submission to the Chancellor's Office. This will also consist of a two-story building and will provide additional classroom and laboratory space for the general education and liberal arts programs at MVC.

Proposed Banning Campus – The district has acquired 50 acres in Banning, a town north of SJC. The new proposed campus is located on the Interstate 10 corridor and will service a potential population of 5,000 FTES.

Proposed Wildomar Campus – Mt. San Jacinto College has an option to purchase 80 acres in Wildomar, southwest of MVC. This proposed campus would service the Temecula and Lake Elsinore areas. The campus, when built, will accommodate 10,000 FTES.

These extensive planning and proposed expansion projects are designed to support one of the most rapidly growing areas in Southern California. Our institution will have a projected student base of 49,000 by the year 2020.

Since the last accreditation process, our district has done the following:

- Constructed two new Child Development and Teacher Training buildings (one center on each main campus).
- Placed an independent bookstore on the Menifee Valley campus and relocated and remodeled a new bookstore on the San Jacinto campus.
- Constructed an athletic center at MVC consisting of a soccer field, lockers, and offices.
- Created the Wellness Center in the gym at SJC with automatic doors to provide easy access to all students.
- Remodeled a microbiology lab at MVC.
- Installed a new water well ensuring a pleasant, green campus environment at SJC.
- Constructed 200 additional parking slots at MVC.
- Modernized the amphitheatre at SJC and landscaped blank dirt areas with rock and drought-tolerant plants.
- Installed, or is in the process of installing, directional, informational, and way-finding signage to assist our students and visitors.

- Installed and modernized 26 HVAC units throughout the district.
- Landscaped the planter area outside the 600 building on the Menifee campus. The plantings were done by Phi Theta Kappa in conjunction with our science department. The goal was to provide drought-tolerant (xeriscaped), attractive plantings that will also be studied during science lab classes. This was a student project in conjunction with Student Services and Maintenance and Operations.
- Installed automatic doors on the SJC cafeteria to easily accommodate our disabled students.
- Created a mini-plaza on the Menifee Valley campus between the Disabled Student Programs and Services building and the new Eagle Access Building. A plaza and shade structures have been added.
- Installed a new access ramp/walkway to baseball bleachers via suggestion of the Safety Committee.

Physical Resources Goals and Integration [Standard II.B.2]

During the master planning process, the current and future facility needs are reviewed and mapped out to meet the current and anticipated needs of MSJC [*Master Plans 2000–2005 and 2004–2009*]. The current Master Plan 2004–2009 reflects issues involving Standard III, Physical Resources, including the following:

- College structure, identifying the need for bonds.
- Public safety, identifying the need to ensure security, safety, and planning for unforeseen events.
- Business Services, identifying the need for a long-term capital outlay plan that is in alignment with the educational plan.
- College environment, identifying the need for establishing maintenance plans throughout the district.
- Student health, identifying the need for a wellness activity.
- Campus identification, citing the need for campus maps and way-finding.

The Michael Maas Company does an annual review of MSJC’s facility/classroom needs based on current and projected growth and the requirements of the college. These projections and recommendations are presented to the Board of Trustees for adoption, as recommended by staff. Based on this review, projections are made of the student enrollment and what and how many FTES will need seating, as well as what new facilities will be needed to support the future needs of the institution.

Once the class schedule is created, capacity ratios are analyzed and classes are assigned in accordance with fire and school standards. The Office of Instruction is reviewing software to assist in class assignments. If the need for classrooms is identified and the fill rate of the rooms reaches capacity, alternate solutions are sought. This past year four new modular classrooms were added to the Menifee Valley campus. Mt. San Jacinto College has renovated, or is planning to renovate, classrooms throughout the district.

Each year, MSJC’s five-year construction plan is reviewed and revised by Business Services and Maintenance and Operations. The plan is submitted to the state Chancellor’s Office for review

funding. The plan is reviewed before major projects are submitted to the state for funding to allow the college community to give input regarding project priorities.

The Facilities Committee is responsible for prioritizing facilities modifications. The college currently utilizes off-campus sites for some of its programs. The Office of Instruction considers and selects off-site facilities in an attempt to enhance community access to college programs.

District Bond

Realizing the importance of planning and meeting future growth needs, MSJC is in the planning process for a general bond election. The district has bonding capability of over \$720 million. As seen in the Facilities and Financing Options Board Workshop on January 20, 2005, and in the General Obligation Bond Draft dated January 20, 2005, college growth will average 4.03% through 2025. This equates to a conservative number of over approximately 50,000 potential students and 1,033,311 needed assignable square feet (ASF). The district is currently working with a number of counseling firms, including Maas Companies, RBC Dain Rauscher, William Berry Campaigns, and Bowie, Arneson, Wiles & Giannone.

Facilities Maintenance [Standard III.B.1]

The Maintenance and Operations (M&O) department ensures proper facilities maintenance for our institution. The M&O department is composed of maintenance, grounds, and housekeeping. The college currently utilizes a manual maintenance management system to schedule and track all work orders. The M&O department is in the process of reviewing automated systems capable of online work orders and computerized scheduled maintenance.

The preventive maintenance program includes most of the major pieces of equipment that support college operations, such as heating and air conditioning systems (HVAC). This program is continually reviewed and expanded to include other equipment as the need arises. Mt. San Jacinto College has implemented an energy management system to help support our utility and energy conservation program to further ensure effective operation of its physical and budget resources.

Capital Equipment [Standards III.B.1 & 2]

Annually, the Executive Cabinet (composed of the superintendent/president, the vice presidents of Instruction, Student Services, Business Services, and Human Resources) works with faculty, staff, and students to determine general capital equipment requirements outlay. The district has a daily and periodic maintenance program to ensure the buildings are kept to the highest possible standards. Maintenance departments have been established at each campus, along with housekeepers and grounds personnel. This year, daytime custodians were assigned to each campus to ensure that restrooms are clean, neat, and sanitized for students, staff, and visitors.

Both main campuses are open Monday through Friday from 7:30 a.m. to 10:00 p.m. during the fall and spring semesters. Some buildings are open for limited hours on Saturdays. During non-business hours, employees needing access to college offices or other facilities must notify campus police of arrival and departure times. Campus police or campus security officers are on campus whenever classes are scheduled. Campus lighting is controlled via computer and is on from dusk to 11:00 p.m. Monday through Friday, and as requested for special events. Housekeeping is available for the main campuses from 11:00 p.m. to 7:30 a.m., Sunday through Thursday. The Offices of Instruction and Student Services provide the Maintenance and

Operations department and the campus police listings of class times and other events, including off-site facilities, ensuring compliance with relevant safety and security requirements.

Automatic doors are being installed in heavy traffic areas of the campuses as funds become available. Classrooms are being revamped on a continuous rotating basis to ensure comfort and cleanliness.

The college also operates cafeterias during school days as a convenience to our students and staff. This helps provide a social environment and gathering place for students to interface with each other. The outside environment has been enhanced with benches and shade structures that allow for studying, meeting, and relaxing.

The Facilities Committee is comprised of all college constituencies and is chaired by the associate dean of Development and Support Services. The Committee meets monthly to prioritize and monitor facility improvement projects.

Maintenance and Operations reviews all facilities on a regular basis. The department has a program in place for preventive and scheduled maintenance. The M&O department is in the process of reviewing various software programs for a computerized maintenance system. This system will schedule various preventative maintenance and scheduled maintenance requirements. The annual Scheduled Maintenance Report is forwarded to the Chancellor's Office for the funding of major capital improvement projects.

In addition, future growth and demographics of the college's community are assessed. All college and district constituent groups are represented in this process. From the results of this study, existing facilities are evaluated to determine their adequacy in meeting the future demands of the college's infrastructure to support its programs and services. Capital improvements are recommended based upon the total cost of ownership for existing facilities.

The Facilities department is in the process of planning for a new Facility Condition Assessment. This report will provide a thorough inspection and evaluation of all campus facilities to document the level of funding required for replacement and upgrading. The data from this report will be utilized to prioritize scheduled maintenance projects and funding requests.

The district College Council, in conjunction with the vice presidents, identifies maintenance priorities which it then presents to the Board of Trustees. The Maas Company, as well as other consultants noted above, assists in developing data to help the district make decisions. Presentations are made to the Board of Trustees, staff, and the public at monthly Board meetings.

Analysis

Mt. San Jacinto College provides a safe environment and physical resources for its students, staff, and community guests. The college conducts its institutional planning, building, maintenance, and upgrades and replacement of physical resources in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services. The college is committed to providing physical resources that are constructed, maintained, and secure so that we can continue to offer a healthful learning and work environment. While state

funding continues to be a hindrance, the district is planning for the refurbishment and construction of new buildings and is proceeding with efforts for a general obligation bond election, tentatively scheduled for sometime in 2006.

The college intends to acquire key control software and develop a comprehensive written policy for the distribution and collection of keys to all employees. This policy will hold employees responsible for the control of their keys. Through our Facilities Committee, the district is planning to re-key both campuses during the next fiscal year.

Assuring the feasibility and effectiveness of physical resources supports institutional programs and services. Thus, MSJC conducts an ongoing evaluation and annual analysis of its physical resources. Should voters pass an upcoming bond, MSJC would be able to take bold steps to improve and upgrade various areas at both main campuses. Mt. San Jacinto College is taking aggressive planning action with the development of the upcoming bond. We annually plan for replacement and additions of physical resources through state funding and are currently in the process of constructing three new buildings on the Menifee campus.

Action Plans

AP III.B.1

Continue the development of MSJC's police department.

AP III.B.2

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

References for Standard IIIB:

2004-05 Scheduled Maintenance
2004-08 Five-Year Construction Plan
2005-09 Five-Year Construction Plan
2006-10 Five-Year Construction Plan
Draft Initial Study (Banning Learning Center)
Educational/Facilities Master Planning Through Year 2020
Facilities Update & Financing Options (1/20/05)
Facilities Update & Financing Options (3/24/05)
Facilities Update & Financing Options (PowerPoint Slides)
Final Project Proposal Budget Year 2000-01
Final Project Proposal Budget Year 2004-05
Final Project Proposal Budget Year 2006-07
General Obligation Bonds (1/20/05)
General Obligation Bonds (7/9/03)
Master Plan 2000-2005 (MSJC)
Master Plan 2004-2009 (MSJC)
MSJC – CCD – Meniffee Campus
MSJC – CCD – Proposed Education Center Site in Banning
MSJC Safety Program
MVC Technology Center - Meeting Minutes No. 04
Sign Program (MSJC)

Maps

Master Plan M
MSJC & MVC Campus Map
Phase I, II, & III (MVC)

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- C. Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**
- 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**
 - a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**
 - b. The institution provides quality training in the effective application of its information technology to students and personnel.**
 - c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**
 - d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**
 - 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Description

Mt. San Jacinto College recognizes that maintaining a dynamic technological environment requires the college to evolve to allow for proactive advancement of emerging technologies. Thus, in 2000 and 2004, MSJC spent considerable time and effort developing five-year master plans, the most recent of which directs the institution to undertake the following:

- Integrate technology wherever appropriate into all phases of the college organization and operation to keep current in an age of exploding technological growth.
- Analyze, continuously review, and implement innovative and appropriate management systems and infrastructure support required for continued effective technology utilization.

The Information, Communication, and Technology Committee (ICTC) is a standing, shared governance committee in place since 1993. The ICTC's charge is to support the college mission with regard to the organizational impact of technology implementation. The committee governs administrative technology planning, acceptable use policies, minimum standards, institutional software platforms, and the Chancellor's Office's Telecommunications and Technology Infrastructure Program (TTIP). The ICTC also maintains the central software inventory (SAMI – Software Acquisition, Management and Inventory system) and mandates requirements for licensing, audits, systems recovery planning, virus protection, space and bandwidth planning, and compatibility of systems. In 2001, the college developed a planning initiative for the

CCCCO Technology II Strategic Plan. Under this plan, the college prioritized the integration of new technology into teaching and learning.

The Educational Technology Committee has developed the Technology for Student Learning document to serve as a planning initiative related to instructional technology initiatives.

Meeting the Needs of Teaching and Learning [Standards III.C.1 & 2]

Teams of information technology experts create an effective, continuously improving technological environment to deliver MSJC information technology services. The district supports the administrative computer network, the instructional computer network, the Datatel Colleague enterprise software system, Blackboard Enterprise course management software and distance education initiatives, the Blackboard Community (portal) system, the Voice over Internet Protocol (VoIP) telephone system, and supportive infrastructure.

Two departments work together to provide ongoing operational support for the technology prescribed by student programs and services. One department, Instructional Technology, provides a support network responsible for the 900 nodes (desktop workstations with multiple configurations and other peripherals) distributed across sixteen multidisciplinary/multi-platform computer laboratories/classrooms, security and firewall, infrastructure, server and switching equipment, charge print system database administration, academic research and application support, and the student helpdesk.

The other department, Information Services, manages 750 network nodes and campus-wide Internet connectivity to the Corporation for Education Network Initiatives in California (CENIC) backbone, technology infrastructure including fiber optic connections, data switches, routers, firewalls, network access and security, back-up and recovery, equipment support, e-mail, and VoIP telephony support.

In fall 1999, the college implemented the Datatel Colleague system, migrating from a homegrown system to an enterprise platform. The integration of systems and centralization of data has benefited the district. Students and faculty are enjoying an increasing number of web services, which include the following:

- Web registration and course adds and drops (including authorized late registration).
- Web bill payment and inquiry.
- Student registration appointments, holds, and academic-standing information.
- Access to unofficial transcripts and requests for official transcripts.
- Access to grades.
- Access to catalogs and schedules.
- Online application and orientation.
- Financial aid and college applications.
- Wait-list management and automatic registration from a wait list.
- Access to counselor-made student educational plans (SEP) and ability to create a student-made SEP (pending).
- Ability to set future preferred courses according to prescribed SEP (pending).
- Course grading and comprehensive roster information.

The need for online services is accelerating at a pace comparable to the need for distance education services. Mt. San Jacinto College has maintained an environment that allows the number of online courses to expand rapidly.

The district supports student online access via the Eagle Access Centers and open-use computer laboratories that are generally open 46 hours/week and staffed by Student Services support staff. A project plan is in development for the implementation of targeted wireless access for students and faculty.

Meeting the Needs of College-Wide Communications [Standards III.C.1 & 2]

Every employee has access to a computer and college e-mail. District e-mail is provided for all faculty, staff, and administrators. In fall 2004, MSJC implemented college e-mail accounts for associate faculty. In spring 2005, the college implemented college-hosted e-mail accounts for all students. All buildings, campuses, and sites are networked; the technology meets the needs for public access and departmental drives.

In spring 2005, MSJC implemented a suite of web-based student portal services via Blackboard Enterprise web portal. The information available via the portal channels, integration to the Datatel Colleague WebAdvisor system, and college e-mail is expected to meet the needs for college communications. The college's web presence excels in its quality and currency of information. A district webmaster provides support for the website.

The Datatel project team is broken into module leaders according to professional expertise and logical subsystems. Module leaders become the resident experts in maintaining and training the Datatel system. The Colleague Application Support Team (CAST) is made up of all module leaders and meets monthly to discuss integrated systems issues, upgrades, and priorities.

Meeting the Needs of Research [Standards III.C.1 & 2]

Data from the Datatel system is loaded into a Structured Query Language (SQL) database nightly with prescribed views that report attendance and FTES generated by class, department, and location. This tool, dubbed the Eagle Information System, is available on the MSJC intranet for use by the college community. The Office of Research and Development works directly with Information Services to identify, validate, and access data needed to support research activities. The Office of Research and Development has query access and is trained to pull data directly from the Datatel system. Additionally, Information Services has created an executive information system tool (Excel-based) from which college personnel can gain almost real-time information on such aspects as student enrollments and FTE data. Information Services is responsible for data submission to the Chancellor's Office. Review of data for integrity issues is a collaborative activity between Information Services, Office of Research, and various offices throughout the college. Data integrity review takes place three times per year (or more frequently as needed).

The Office of Research and Development maintains a rudimentary data warehouse. Historical student data (starting in fall 1997) are housed in Statistical Package for the Social Sciences (SPSS) format. The warehouse is updated after each semester's data have been validated. This is also true for data reported to the Chancellor's Office on an annual basis (graduation information). The file structures allow the researcher, using SPSS statistical analysis software, to analyze a wide variety of issues presented to her by faculty, staff, and administration.

The positive, collegial relationship maintained by the Information Services and the Office of Research and Development staff contributes significantly to the ability of both departments in responding to the information and data analysis needs of the college community.

Meeting the Needs of College Operational Systems [Standards III.C.1 & 2]

The college invested in the Datatel Colleague higher-education software package. Implemented in fall 1999, the system now serves as the source for student-related data including most of the state- and federally mandated reports the college is required to submit. The investment has allowed the college to accelerate the pace for meeting the needs of online student services and providing accurate data for administrative decision making. The college benefits from partnerships with other community colleges that employ the Datatel Colleague system via California Community Colleges Datatel Users Group (3CDUG), a statewide collaborative partnership of Datatel institutions. This alliance allows MSJC to operate from a global perspective. Thus, we are aware of operations at other colleges and can bring the best practices to MSJC. The college is not fiscally independent and, therefore, uses Riverside County's Galaxy accounting, budget, and payroll systems.

In 2002-03, the district upgraded all desktops to MS Windows XP and Office 2000-XP Professional. The district has benefited from these upgrades, using the standard platform for better training and support. In 2005, the district plans to upgrade workstations to the Office 2003 platform with a hardware minimum requirement of PIII 600 with 256 MB of RAM. Taking advantage of a soft boundary provided with the release of Microsoft's newest operating system in 2006 (code-named Longhorn), the college plans to hold all computer systems at that level and develop a strategy to convert the district's 700+ desktop nodes into a cyclical four-year lease-refreshment plan.

The college implemented a CISCO VoIP telephone system in 2002, replacing an aging and costly system. As a component of the VoIP project, the college replaced and upgraded all data communications equipment, leaving the college well-positioned to implement emerging technologies. Other benefits included normalizing and stabilizing maintenance and replacement capitalization costs. The system can be maintained with district staff, and a telecommunications network administrator was hired. By the end of 2005, the college will switch to a direct-inward-dial plan to facilitate direct communications to college departments and personnel.

To optimally support technology services, Information Services is comprised of two departments: Network Services and Applications Services. Network Services provides Level I and Level II support for operational technology, system access and security, system administration, and helpdesk support. All requests for assistance are filtered through the helpdesk. A request can be entered via telephone, e-mail or online. Requests are prioritized on a scale from "immediate service" to "non-critical" and are entered into a tracking system for management. There is no operational backlog of requested support. A recent survey indicated a 3.7 to 4.2 (out of 5) rating for network services.

Applications Services provides programming and administrative support for Datatel Colleague applications and requests. The district has defined priorities as follows: (1) production issue; (2) need for mandated reporting or decision-making data; (3) general service request; and (4) request

for technical enhancement. By communicating these descriptions, the college community is aware of a relative timetable for addressing technological requests.

The ICTC is the governing body for the college systems recovery plan, which provides a centralized, standardized business impact analysis of each college system and defines hardware requirements, communications channels, and data loss and recovery plans. Each system is graded on a two-component scale: depth of institutional impact plus breadth of community impacted. Using this scale, the plan would direct MSJC to systemically restore college systems in the event of a catastrophic failure. The college strives to effectively utilize TTIP, categorical, and grant funds.

System access and data security are administered by signature authority from an administrator. Access is granted to data by compartmentalized security classes that provide access only to data pertinent to the job description. The college subscribes to and maintains currency in anti-virus protection. The HP9000 mainframe, data communications and telephony systems, and copiers and equipment essential to college functions are all under maintenance contracts. The college operates behind a secure firewall and subscribes to anti-virus and spam-protective services. Data backups are performed nightly, and tapes are in systemic rotation and stored on alternate campuses in secure data safes.

The district provides as much training as feasible to all faculty and staff. Between 1998 and 2002, the district utilized staff development and TTIP training funds to train faculty and staff in the use of district applications. Subsequent non-renewal of those funding sources has adversely affected the number of trainings in Microsoft applications that the college can support. Information Services budgeted for technical training. Module leaders attend Datatel classes and conferences and are utilized in a train-the-trainer model. The district takes advantage of reduced training prices through the Chancellor's Office @one program. The district employs a faculty success coordinator to assist faculty members in the successful deployment of online courses. Information Services regularly works with the ICTC to schedule local FLEX workshops and targeted-training opportunities including local technology days. A workshop for web development, called @msjc and developed by an MSJC faculty member, serves as a model for peer institutions.

Blackboard training is available to faculty through our Faculty Resource Center (FRC) and Chancellor's Office resources. The FRC conducts workshops aimed at general use of Blackboard, the augmentation of face-to-face offerings through the integration of Blackboard tools, and advanced Blackboard training for the development of a fully online course. Additionally, we are developing a self-paced, comprehensive, fully online training that will encompass all above-mentioned FRC workshops. The Chancellor's Office is also a resource for our faculty. As a member of the California Virtual Campus consortium (CVC), MSJC can access seminars, application resources, and training sessions to further enhance professional growth. Blackboard assistance is available to students through on-campus orientations, website resources, helpdesk personnel, Learning Resource Center tutoring services, and the Eagle Access Centers.

The district maintains an inventory listing and plan for desktop replacement. The college is realizing a computer lifespan of four to five years by strategizing replacements first to areas with the greatest need for higher speed and power and pushing the older computers to areas where

needs are less computer-intensive. Faculty and administrators have been given the option of a laptop with docking station, and wireless access points are being added to the administrative buildings for connection during meetings.

The HP9000 Unix server that houses the Datatel Colleague system was upgraded in 2003 with 5+ years' scalability and is continuously monitored for performance. A project plan has been developed for the cyclical replacement of the HP9000 in 2006-07. The college upgraded all data communications equipment during the CISCO VoIP project, putting the college in a good position to plan for the capacity, growth, and replacement of data communications equipment. The college has allocated base budget for server needs. A total-cost-of-ownership model has been developed for use with new purchases.

In 1999, the college underwent an infrastructure upgrade at the San Jacinto campus with new fiber connectivity and conduit. At the Menifee Valley campus, new buildings have appeared more quickly. The infrastructure on both campuses has been maintained for optimally configured data networking. The bandwidth needs are monitored, and the district has been upgraded to DS3 connectivity between campuses and to the CENIC backbone. The video conference equipment purchased via the Chancellor's Office TTIP program has been upgraded to digital technology.

The college purchases software through the Chancellor's Office Microsoft plan. An inventory of other institutional software is centralized and held by the ICTC for compatibility, licensing accountability, disaster recovery considerations, and bandwidth planning considerations.

The purchase of technology that connects to the administrative network must receive approval from Information Services. Likewise, the purchase of technology connecting through the instructional network must be approved by Instructional Technology Services. The Software Acquisition, Management and Inventory system (SAMI) routes information through the ICTC to ensure compatibility between initiatives.

The distribution and utilization of technology is largely governed by funding availability and is evaluated around program development. To assess the effectiveness of technology planning, the college systematically practices system management techniques that include the following:

- Tracking and logging of system downtime.
- Customer satisfaction with tools deployed.
- Customer use of applications deployed (e.g., web tools or e-mail).
- Data management techniques (e.g., packet management).
- System performance.
- Analysis of helpdesk requests for training needs.
- Data archival and retention policies.
- Disk space management.
- Bandwidth performance monitors.

The outcome of this management is reflected in decision making for the purchase of new systems and tools, and the development of new applications and services.

Various campus groups concerned with technical deployments (ICTC, the Educational Technology Committee, and joint Information Services and Instructional Technology Services) meet regularly to discuss and evaluate technology initiatives.

Analysis

Mt. San Jacinto College, like other educational institutions, is fiscally challenged to keep pace with emerging technologies. However, our institution strives to stay abreast and maintain technical currency that is integrated with short- and long-term planning efforts. The college has prioritized the utilization of technology resources to support student learning programs and outcomes.

There is no significant operational backlog of requested support. A recent survey indicated customer satisfaction (a 3.7 - 4.2 out of 5.0 rating) for network service support. The college suffers minimal downtime due to system issues and has not suffered disruptions from virus attacks. The district has developed and communicated plans for prioritization and disaster recovery. Our college must now turn specific attention to the development of an auditable security plan.

The college recognizes the importance of training and supports training and conference travel. A district-wide budget initiative for ongoing faculty and staff training in district-supported software tools is needed to recapture the level of trainings that occurred with historical state funding.

A significant effort has been made to maintain equipment and infrastructure capable of meeting the college's needs. Additionally, MSJC has tried to sustain an architecture that allows the college to meet future expectations. The district's equipment and infrastructure complement its application initiatives. A cyclical lease agreement for desktop technology may be beneficial and should be explored.

The district strives to monitor the effective use of technology investments. An abundance of tools is available to monitor systems, but some are economically infeasible. The district could improve system monitoring given that additional staff and tools could be incorporated into the process.

Action Plans

AP III.C.1

Develop an auditable security plan.

AP III.C.2

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

References for Standard IIC:

CAST Charter document
Colleague Application Support Team (CAST) documents
Faculty Survey of Technology
ICTC Charter document
MSJC Master Plan 2000-2005
MSJC Master Plan 2004-2009
SAMI – Software Acquisition, Management and Inventory documents
Technology for Student Learning Plan
The ICTC Disaster Recovery documents
The Information, Communication and Technology Tech II Strategic Plan

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

D. Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

- 1. The institution relies upon its mission and goals as the foundation for financial planning.**
 - a. Financial planning is integrated with and supports all institutional planning.**
 - b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**
 - c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**
 - d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**
- 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**
 - a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**
 - b. Appropriate financial information is provided throughout the institution.**
 - c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**
 - d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**
 - e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**
 - f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**
- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Description

Mt. San Jacinto College's master plan process is a key component in the budget and financial planning process, as is the Budget Committee, the shared governance body tasked with making recommendations on the budgeting process and budget issues. The College Council, a district-wide body representing all constituencies, receives recommendations presented by the Budget Committee [*MSJC Shared Governance Document*].

The budget and planning process begins annually with the development of the budget calendar. The Budget Committee develops the budget calendar and presents its recommendations to the College Council. Once approved, the budget calendar is presented to the Board of Trustees for approval [*Board Policy 6200*]. The budget-development process uses state and local economic information, along with California Community College system funding information, in establishing projections, which serve as the bases for budget assumptions. District priorities are set using master plan goals. The Budget Committee reviews budget assumptions used in the development of the annual Adopted Budget [*Budget Committee Minutes, 2001-05*]. Our college's budget-planning process follows Board Policy 6200, Budget Preparation. The annual budget supports the district's master plan and educational plan.

Financial Support Sources [Standards III.D.1 & 2]

The primary source of financial support for MSJC comes from state apportionment, property tax, and enrollment fees. Together, these components comprise the district's revenue limit. The Budget Committee reviews internal and external information pertaining to the budget throughout the year. Impacts, both positive and negative, are assessed and incorporated into the annual budget instructions used to develop the Adopted Budget. Funding priorities, both during expansion and contraction, are identified at the Budget Committee level and forwarded to College Council in the form of a tentative and then Adopted Budget recommendation [*Budget Committee Minutes, 2001-05*].

State block grant funds and categorical funds are used to enhance Instructional Services and Student Services programs. Grant funding was a tremendous benefit to MSJC during the last two years of state fiscal decline. The district will continue to pursue grants that complement programs and services for students [*Budget Committee Minutes, November 19, 2004*]. The MSJC Foundation provides scholarships to students, as well as program support for instruction and student programs and services. In February 2005, the MSJC Foundation began "The College Marketplace at Menifee" operation on the Menifee Valley campus with the goal of increasing revenues to support student learning. The College Marketplace at Menifee currently provides an outdoor shopping opportunity to the community each Saturday. This has a secondary benefit, in that members of the community who would not usually come to campus are invited each week to The Marketplace and are able to see what the college offers.

Evaluation of Financial Status [Standards III.D.1 & 2]

The College Council reviews the college's financial status on a quarterly basis. The Board dedicates three meetings annually for review of the most current financial projections. The document used in reviewing these projections is an analysis reflecting anticipated income and expenditures. The analysis identifies major components of the budget and highlights those areas targeted for reduction or enhancement. The interim review by the Budget Committee, College Council, and Board of Trustees ensures fiscal stability while striving to implement master plan goals [*Budget Committee Minutes, Budget Presentations to Board of Trustees*].

Partnerships [Standards III.D.1 & 2]

Mt. San Jacinto College has developed partnerships with community, civic, education, health care, and business entities. These partnerships are essential to the vibrancy and vitality of campus programs and services. They also provide the district with the opportunity to strengthen its role in the community.

Our institution allocates resources based on priorities outlined in the master plan. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become due [*Annual Budget Instructions*]. Long-range plans are set and remain firm, insofar as the related master plan objectives are similarly fixed. Short-range plans are reviewed periodically during the fiscal year in conjunction with the reasonable expectation of funding availability. As more funds become available, additional spending priorities are met. Conversely, a decrease in funds triggers a proportionate reduction in spending and commitments.

The direct relationship between financial plans and funds availability is clearly presented in the district budget. The budget, in turn, is regularly monitored through periodic financial transfers and reports [*Adopted Budget; Board of Trustees meeting Agenda and Minutes*].

Budget Development [Standards III.D.1 & 2]

The budget development process combines revenues and expenditures of the prior year and the current year projected through June 30. Estimated expenditures and projected revenues for the ensuing fiscal year are then formulated on the basis of the identified short-range and long-range financial plans [*Board Policy 6250, 6300*].

The district formulates an annual budget through a participatory governance process that includes administrators, faculty, staff, and students. The Budget Committee, charged with examining and recommending mechanisms by which allocation of discretionary funds are made, evaluating administrative implementation of allocation mechanisms, and reviewing and recommending general fund requests outside the conventional allocation process, reviews the budget-development process and makes recommendations for improvement. The Budget Committee, whose make-up is broad and includes two administrators, four faculty, four classified staff, and two students, reports to the College Council [*MSJC Shared Governance Document*]. Budget reports are brought to the College Council throughout the year, beginning with the annual budget calendar and ending with the recommendations for budget assumptions used in developing the Adopted Budget.

The Budget Committee meets monthly throughout the academic year. Each member is tasked with bringing discussion items to the meeting and relaying the results of those discussions to unit

members. The Budget Committee minutes and relevant resources are available on the campus intranet [*Budget Committee Minutes, 2001-05*].

The budget cycle commences with the formulation of the budget calendar approved in November by the Board of Trustees. Several timelines in the calendar provide for the distribution of fiscal information and budget assumptions to the budget administrators, submission of proposals, and the review of the proposed financial plan for the coming year [*Board Policy 6200*].

Business Services staff works very closely with budget administrators to ensure that personnel costs are fully recognized and provided for in the budget. Periodic meetings are held between the Business office and departmental staff to discuss the disseminated information and the proposals of the department.

The vice president of Business Services presents periodic budget updates to the Budget Committee, the President's Council, and the Board of Trustees [*Board of Trustees Budget Presentations*].

The California Code of Regulations and the California Education Code require that the Board of Trustees adopt a tentative budget by July 1 (§58305) and a final budget by September 15 (§58301). Prior to the Board's action on the budgets, the campus community is given the opportunity to voice comments and concerns regarding any component of the budget [*Board Policy 6200*].

Audits [Standard III.D.2]

Mt. San Jacinto College follows the budget requirements of the Education Code, of the California Code of Regulations Title 5, and as set forth in Board Policy 6200 (Budget Preparation) and Board Policy 6250 (Budget Management). Board Policy 6400 (Audits) establishes the policy for the annual independent audit of funds, books, and accounts. District financial reports and transactions are evaluated annually by external auditors to assess the adequacy of systems and procedures, compliance with rules and regulations, and internal control. The college contracts with a different independent audit firm at least once every five years [*Board Policy Manual, Business & Fiscal Affairs Board Policy*]. Categorical programs are subject to random audit by funding agencies. The district is audited by the State Board of Equalization and the Internal Revenue Service periodically for compliance.

The audit is conducted in accordance with generally accepted accounting standards applicable to financial audits contained in the Chancellor's Office Contract Audit Manual and in accordance with government auditing standards and the regulations of Title 5 [*Chancellor's Office Contract Audit Manual*].

Effective with fiscal year 2002-03, MSJC's annual financial statements are presented according to the Standards of Governmental Accounting Standards Board Statements (GASB) 34 and 35 using a business-type accounting (BTA) model [*Audited Financial Statements for fiscal 2002-03, 2003-04*].

The audit report includes a management discussion and analysis section which is a requirement of GASB Nos. 34 and 35 [*Audit 2002-03, 2003-04*]. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action

responses to audit findings include the timeframe projected for implementation of corrective action.

The audit is presented annually to the Board of Trustees by an independent CPA after the books are closed for the fiscal year. The certified audit report is then submitted to the Board of Trustees and is distributed to several funding and reporting agencies and to the public upon request [*Board Policy 6400*].

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements ensures that the expenses are consistent with the funding agency's mandates and the district's mission and goals.

The vice president of Business Services (VPBS), as delegated by Board policy, is responsible for compliance and implementation of corrective action for any audit findings. The VPBS serves on the College Council and as co-chair to the Budget Committee, as well as a resource person for both bodies as sub-delegated in Board policy. The dean of Business Services serves as an internal auditor for the district for compliance and internal control.

Galaxy Financial System [Standard III.D.2]

The Galaxy Financial System, a web-based integrated system developed and maintained by the Riverside County Office of Education (RCOE), is available online and in real-time to authorized users. The Adopted Budget is loaded into the system after approval by the Board of Trustees. The Galaxy system provides district users view-only access to financial reports in spreadsheet format that can be downloaded for individual use. Budget managers are able to view up-to-date account balances and transactions in detail and summary formats, charts of accounts, and previous fiscal year data for comparative purposes. Each report identifies adopted and revised budgets, revenues and expenditures, and current balances. The Accounts Payable department generates an additional online report customized to keep budget managers apprised of the status of their area requisition, purchase order, and contract encumbrances on a daily basis.

RCOE utilizes a random audit and samples 5% of commercial warrants ordered through the county Galaxy system. The district is required to provide documentation for the random audits before commercial warrants are released. The district is currently not fiscally independent for payroll or commercial warrants. Presently, the district uses the Riverside County treasurer to hold district funds and the RCOE for processing payroll and commercial warrants.

Distribution of Documents [Standard III.D.2]

Several financial documents are made available throughout the district, ranging from documentation related to budget development to the independent CPA audit report.

Budget development documentation is distributed twice each year, once for the Tentative Budget and once for the Adopted Budget. These documents are distributed to budget administrators and various constituents in the district.

Business Services submits a quarterly report of general fund actual and projected revenues and expenditures, CCFS 311Q, to the Board of Trustees. An annual financial statement, CCFS 311, is completed at the end of each fiscal year and is made available to the community upon request [*Board Policy 6300*].

Subsidiary Activities [Standards III.D.1 & 1]

Many subsidiary organizations, which provide services to students, faculty, staff, and the community, are under the purview of Business Services and its budget and auditing processes. Included in these subsidiary activities are student scholarships, direct aid to students, general fundraising efforts, institutional programs and services support, sponsorships, student events and conference attendance, community outreach, bookstore services, and food services.

The Subsidiary Accounting office ensures that subsidiary organizations' cash resources are adequate for meeting obligations and that alternative sources of funding are available when needed. When available, excess funds are transferred to the highest-yielding earnings instrument. Additionally, the Subsidiary Accounting office provides the financial oversight, record keeping, audit, and reporting services for the subsidiary organizations it serves, with a primary role being that of internal auditors. The office establishes, reviews, and evaluates internal controls. Recommendations for improvement are addressed and implemented when identified. Separation of duties is practiced and evaluated periodically. The office also disseminates an array of financial reports and accounting information at various intervals throughout the fiscal year to many levels of the college community, including students, staff, administrators, and Board members. Reports and financial information transmitted to outside agencies are also made available for review. Delivery of such financial information is achieved using a variety of media, including hard-copy reporting, electronic means, and verbal communications. Online capability is available, although not generally utilized by users outside of the business office. The Subsidiary Accounting office monitors all expenditures and revenues of each subsidiary organization to ensure it fulfills not only the intended nature and purpose of the organization but also is in direct support of the mission and goals of the institution's master plan. When necessary, the use of restricted funds is examined for compliance with applicable laws, regulations, and internal and external restrictions.

The budgeting process for the subsidiary organizations requires a balanced budget and includes contingency funding where appropriate. It is a requirement of the district that each subsidiary organization maintains self-sufficiency, absorbing associated costs accordingly.

The Subsidiary Accounting office audit processes include allocation of resources to evaluate, improve, and change the various financial systems to meet the needs of the subsidiary organizations and to identify and solve problems before major audit exceptions occur. Process evaluation and improvement are continual. Evaluation and improvement are vital, as resources are limited; thus, efficiency and effectiveness are top priorities. The staff actively participates in hands-on training and maintenance of support documentation as changes are implemented. The financial management systems utilized for the subsidiary organization are modern and efficient.

All finances of the subsidiary organizations are included in the scope of the district's annual audit, which examines all funds and auxiliary organizations for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices.

To enable sound decision making, the reports and financial information of each organizational entity handled within the Subsidiary Accounting office are uniquely tailored to reveal the results of the entities operational purpose. Financial data is provided in consistent and comparable formats and provided in summary and detail levels.

Budget and Accounting Manual [Standard III.D.2]

The Business Services department is responsible for monitoring and maintaining the financial records of the district. Business Services records financial transactions in accordance with Education Code §84030 and the California Community Colleges Budget and Accounting Manual (BAM). The system of internal control is reviewed and validated through the annual audit conducted by an independent external auditor. The BAM provides a uniform account classification structure and several standardized accounting procedures that ensure the comparability of data among all districts in the community college system. Our business office strictly monitors the assigning of account codes in accordance with the BAM and the availability of funds prior to encumbrance and/or expensing.

Cash Flow and Reserves [Standard III.D.2]

Mt. San Jacinto College maintains sufficient cash flow and reserves to maintain financial stability [*TRAN Cash Flow Analysis, Annual Audit*]. The district uses tax and revenue anticipation notes (TRAN) each year to ensure stability in cash flow and to prevent program disruption during the year. Long-term financing has been achieved in the form of leases when the cost of capital validates this financing option [*Tax Revenue Anticipation Note (TRAN) Resolution*].

Since the last accreditation visit, MSJC has maintained a reserve in excess of the Board policy minimum level of 5%. The 5% reserve level has been established by the Chancellor’s Office as a “prudent” reserve level. The Board has met the prudent reserve threshold and, during the last four years of economic downturn, has funded reserves in excess of the 5% level [*Adopted Budget 2001-02, Adopted Budget 2002-03, Adopted Budget 2003-04, Adopted Budget 2004-05*]. Through the fiscal downturn from fiscal year 2001-02 to fiscal year 2003-04, MSJC was able to maintain reserves in excess of the prudent reserve level of 5%, despite cuts in funding. Specifically, reserve levels were as follows:

2001-02	\$ 1,900,000	5.50%
2002-03	\$ 2,100,000	6.30%
2003-04	\$ 2,300,000	6.72%

During the economic downturn experienced in the state from fiscal year 2000-01 through 2003-04, the district was not required to lay off permanent staff. Fiscal solvency was achieved through the Budget Committee process of identifying cost-saving measures and by prioritizing areas for budget reduction or elimination [*Budget Committee Minutes, 2001-05*].

Joint Powers Agencies [Standards III.D.1 & 2]

The college participates in several joint powers agencies (JPAs). The district is self-insured for loss by liability, professional liability, property, electronic data processing equipment, crime, and equipment breakdown through the Statewide Association of Community Colleges (SWACC), currently comprised of 26 individual colleges and two multi-district JPAs. The Statewide Association of Community Colleges also covers worker’s compensation insurance. The SWACC coverage for liability ranges from \$5,000 to \$15,000,000. The SWACC coverage for property ranges from \$10,000 to \$150,000,000. Excess private carriers insure property losses that may exceed the SWACC coverage up to \$1 million per occurrence. The district also participates in the Community Colleges/Riverside County Superintendent Insurance Program for

Employees (SIPE) to cover excess insurance. Additionally, the district maintains a self-insurance fund to provide for safety management and uninsured losses. The district's self-insurance fund (BAM Fund Code 61) is maintained as a reserve against uninsured loss and safety loss control. Insurance claims require a \$10,000 deductible for each claim.

General Responsibilities [Standards III.D.1 & 2]

There are several layers of responsibility within the Business Services department. This responsibility hierarchy promotes the separation of duties and allows for the internal controls to be effective and efficient.

The institution maintains the majority of funds in the Riverside County treasury. Financial ledgers are reviewed and verified for accuracy on a regular basis. The supporting documentation confirms the validity and the appropriateness of the expenses. The accounting structure was recently revised so that a standard format may be consistently utilized throughout all of the district's funds.

All revenues and expenditures are recorded in accordance with the California Community Colleges Budget and Accounting Manual, California Education Code, California Education Code Regulations, Education Department General Administrative Regulations (EDGAR), GASB 35, generally accepted accounting principles, specific funding terms and conditions of grants and awards, standard business practices, and district policy.

An opinion validating effective internal control processes and practices is provided as part of the annual audit performed by independent external auditors. Additional audits are also performed by state and federal agencies at various intervals.

The budget process is directly related and consistent with the mission and goals of the institution. All resources are coded and used according to the budget. Each transaction is reviewed prior to processing to ensure resources are available and that each transaction is accounted for properly and in accordance with coding requirements and regulations.

The college has a grants development office which, in conjunction with the business office, seeks out new financial resources beneficial to our students, faculty, staff, and surrounding communities. Additionally, new financial opportunities are actively pursued to enhance, complement, and support the mission and goals of the institution.

Business Services is responsible for ensuring that all contracts are reviewed with an outside entity prior to execution. Additionally, all contracts over \$600 are presented to the Board of Trustees for approval prior to securing any signatures.

The purchasing agent is responsible for determining and ultimately selecting the majority of MSJC's vendors to provide necessary goods and services.

To ensure compliance and adherence to all applicable rules, regulations, implementing guidelines, specific funding criteria, laws, and district policies, all contracts are thoroughly reviewed for content, language, and scope of services to be performed.

Analysis

The college has experienced fiscal strain during the last four years of state fiscal crisis. Despite the economic downturn, the district has maintained fiscal stability throughout this challenging time [*Budget Committee Minutes, 2001-05, Semi-annual Board Presentations*]. Enrollment growth, in conjunction with reduction in funding, resulted in budget cuts across the district. Budget reduction slowed progress on master plan goals. Successful alignment of financial planning with institutional planning during the last four years varied by program area.

Back-to-back fee increases have had a negative impact on student enrollments. Although the college continues to experience enrollment growth, students have voiced concern over the fee increases and the challenges they face in meeting the increases in fees, book prices, and overall cost-of-living while attending school [*320 Attendance Report 2002, 2003, 2004, and 2005*].

Funding volatility has created uncertainty for facility and equipment upgrades and replacements. The aging San Jacinto campus is in constant need of repair or replacement of a capital nature, and the list of needs is always greater than the available funding.

In the most recent change to state block grant funds for instructional equipment and scheduled maintenance and repair, the district is allowed to determine whether funds will be spent on instructional and library equipment or scheduled maintenance projects. The balancing of needs with available funding will be a challenge that has now been decentralized from the state to the district level.

Mt. San Jacinto College continues to be one of the fastest-growing community colleges in the state. The Master Plan 2004-2009 continues to stress the importance of serving the southwest corridor of the district as well as the San Gorgonio Pass area. Land acquisition in each of these areas has positioned the college to serve students in the future. Funding the master plan for the future will be one of the greatest financial challenges the district will face over the next two decades.

During these times of fiscal downturn, cost-cutting decisions have not always been effectively communicated to faculty and staff. Decisions to decentralize budgets have not always been funded appropriately [*Budget Committee Minutes, March 17, 2004*].

The funding for replacement and upgrade of equipment is often inadequate. Annual state-funding decisions impact the district's long-range plans adversely. Insufficient funding for equipment heightens the internal competition for limited resources [*Budget Committee Minutes, November 19, 2004*].

Since the last accreditation, the Budget Committee has identified areas to strengthen this standard and has initiated the following practices [*Budget Committee Minutes - dates follow each initiative*]:

- A print-card system for student use of computers (Fiscal 2004 cycle).
- A long-range plan for prioritizing technical equipment replacement (11/16/00).
- Energy-efficiency strategies (3/15/01).

- GASB 34/35 compliance implementation (4/19/01).
- 50% Law compliance strategies (Fiscal 2001 cycle).
- Charge-backs to self-sufficient and enterprise operations (Fiscal 2001 cycle).
- Streamlined processing of financial transactions between campuses (5/29/01).
- Decentralized paper and copier budgets (2/26/02).
- Prioritized funding for library/Learning Resource Centers (3/19/02).

Committee member input strengthened the effectiveness of the budget process. Process inefficiencies or weaknesses are identified, placed on the Budget Committee's agenda, and developed for further action when appropriate. Issues brought to the committee highlight the negative impacts from budget cuts to program areas such as music, athletics, sciences, operations, and student activities. The district planning process provides a means of prioritizing goals and linking funding with planning; resources are not always available to fund the planned priorities [*Budget Committee Minutes, 2001-05*].

Budget Committee minutes are posted on the Committee's website [<http://www.msjc.edu/committees/budget/>]. The process is open to students, faculty, and staff. Participation and interest in the process are inconsistent. Meetings may be cancelled during peak periods, such as during mid-term and final examinations, or registration, when a quorum is not achieved. This speaks to the busy schedules and time demands on faculty, staff, and students.

During the fiscal downturn over the past few years, efforts of the Budget Committee were commendable. Prioritization of budget-reduction items and cost-saving measures and strategies were developed through the Budget Committee process [*Budget Committee Minutes, FY 2002 through 2005*].

The college is in full compliance with Education Code, Board policy, and Title 5 requirements. However, current financial documentation does not reflect how the allocation and use of funds support student learning programs and services. As the district matures in defining student learning outcomes, the financial systems of reporting and control will be revised to ensure continued regulatory compliance, while providing meaningful and efficient methods of measuring outcomes [*Budget Committee Minutes, Spring 2005*].

The shared governance structure and online information provide financial information to internal and external constituencies. Although readily available, information is not always accessed, reviewed, or understood [*Budget Committee Minutes*].

Some budget managers feel that the financial systems do not provide data in useful or timely ways [*Title V Assessment Report*]. Date-sensitive transactions, such as progress reports, are not always submitted for processing in a timely manner, resulting in exposure or risk to loss of funding.

Currently, the self-insurance fund balance is \$234,508. These funds will be used when necessary for district deductible payments on submitted claims, such as the storm damage claims experienced in the current year with the damages sustained on the San Jacinto campus library roof. In this case, replacement cost is in excess of \$160,000.

Our college must continuously restrain expenditures to prepare for known mandates that will be enforced in the coming fiscal years. One such mandate is set forth in Governmental Accounting Standards Board Statement No. 45, whereby the district is required, effective 2007-08, to record the liability for retirees' health benefits. The institution is reviewing the feasibility of self-funding the liability in accordance with GASB 45 regulations, as opposed to joining a consortium that will be established towards the same objective.

Ongoing training is needed to ensure regulation changes are communicated to responsible personnel. Training sessions are not scheduled on a regular basis. The district will continue to add personnel and programs from categorical or grant sources. It is essential that regular training be offered to responsible personnel.

Funding volatility for California Community Colleges is a challenge to continuity and quality of programs and services for students. As a result, the district is constantly seeking ways to stabilize revenue by pursuing new revenue sources for the long and short terms to meet current and future needs of students. The mission of the district is the basis for pursuing new revenue streams. However, potential new revenue sources may not always be consistent with the district's mission or master plan goals.

Long-term obligations for grant or categorical program staffing or fund matching should be evaluated with each new grant or contract. Downstream impacts must be assessed to ensure that the funds augment and enhance the student programs. Grant or special revenue proposals must be consistent with the district's mission.

Contract language and program regulations are often complex and technical. It is vital that the review and control process ensures that vendor contracts, grants, awards, applications, proposals, and plans are thoroughly analyzed for language, intent, and scope of services to be performed prior to full execution. Volume and complexity of transactions and time pressures make this task difficult at times.

Downstream impacts of grants, contracts, or programs are not always readily apparent. In the control and review process, it is essential that long-term fiscal liability and/or subsequent negative financial implications are identified. Although this process is in place, it is not always broadly communicated. The result is financial constraint on future decision making.

Compliance with funding requirements is essential. Internal processes developed for compliance and control are sometimes cumbersome and slow the implementation of program initiatives. Financial systems are adequate for compliance, but could be improved by adding expanded functionality and reports for financial and operational decision making.

The budget module does not provide options for modeling budget scenarios or online entry at the budget-manager level. The purchasing module is cumbersome and not efficiently linked to accounts payable.

Report generation and inquiry capability is improved over the previous Legacy system. However, the district has requested additional programming efforts from the RCOE to improve the overall utility of the Galaxy system for end users. Expanded account codes embedded in the new Galaxy system provides a mechanism for more detailed and specific accountability.

Program review has not been implemented in Business Services to systematically assess the effective use of financial resources.

Action Plans

AP III.D.1

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

AP III.D.2

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

AP III.D.3

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

AP III.D.4

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

AP III.D.5

Review and improve oversight processes to increase operational efficiency while ensuring program compliance. Layers of redundant or excessive review should be identified and streamlined.

AP III.D.6

Implement an online purchasing requisition system, in conjunction with the RCOE, linked to accounts payable and available campus-wide.

AP III.D.7

Develop and implement a program review process for Business Services.

References for Standard IID:

Adopted Budget 2001-02
Adopted Budget 2002-03
Adopted Budget 2003-04
Adopted Budget 2004-05
Annual Budget Instructions 2001 through 2005
Audited Financial Statements, fiscal 2001 through 2004
Board of Trustees Minutes, fiscal 2001 through 2005
Board Policy Manual, Business & Fiscal Affairs Board Policy
Budget Committee Minutes, fiscal 2001 through 2005
Budget Committee website <http://www.msjc.edu/committees/budget/>
Budget Presentation to Board of Trustees, fiscal 2001 through fiscal 2005
CCFS 320 Attendance Report 2002, 2003, 2004, and 2005
Chancellor's Office Budget and Accounting Manual
Chancellor's Office Contract Audit Manual
Master Plan 2000-2005
Master Plan 2004-2009
MSJC Shared Governance Document
Tax Revenue Anticipation Note Resolution
Title V Assessment Report

Standard IV



STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

- A. Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**
- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**
 - 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**
 - 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**
 - 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**
 - 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Description

Mt. San Jacinto College's commitment to excellence is well documented in a variety of published documents and activities. A review of Board of Trustees-approved shared governance documents, such as the master plan, technology plan, program review (education plan), and

mission statement, identifies a high level of commitment to excellence from the faculty, staff, students, and administrators of the college. The schedule of classes and yearly catalog demonstrate the high level of collaboration between departments to support a teaching and learning environment. The institutional goals described in these documents are evident across college strata and are evident in the Honors Program, PFE goals, grants such as Title V and Upward Bound, curriculum revision, and capital outlay on facilities development and planning.

Student learning has evolved and developed to a level that continually surpasses the standards that have been set by previous institutional reviews. Student learning, in the not-so-distant past, required little more than an instructor, a textbook, and a method of assessing the student's progress. Student learning has grown to encompass not only the text-based learning that our students experience, but also the application of learning into their daily lives.

Student outcomes related to the college's commitment to excellence are evidenced in a variety of traditional modes, public/private affiliations, and programs and plans such as the following:

- Graduation rates.
- Honda Pact.
- Cisco Regional Academy.
- Nursing Program:
 - ◆ Career ladders.
 - ◆ State-licensing pass rate: CNA 100%, LVN 95%, RN 94%.
- Economic development:
 - ◆ Mesa Program (Allied Health/Nursing Student Professional Development).
 - ◆ Riverside Valley Health.
- Western Center.
- Master plan – Our Master Plan 2000-2005 Progress Report (2002) lists the goals and summary of accomplishments for MSJC. Some have been completed, while others are still in progress. The master plan is available in hard copy or on the website [www.msjc.edu/masterplan].
 - ◆ Educational plan – Instructional program review will be folded into the education plan document (through 2008) and has taken the place of this document in academic programs.
 - ◆ Program reviews – As stated above, instructional program review has been folded into the educational plan (through 2008). Program review has a team consisting of an administrator, faculty, and classified personnel. The major objective is to facilitate academic programs in their improvement of the quality of education at the college. In accordance with Title 5, §51022, Mt. San Jacinto College has adopted this program review plan [MSJC Program Review Handbook 2003-04 website www.msjc.edu/faculty/programreview].
- Theatre Foundation – Temecula.
- Ramona Bowl.
- Temecula Education Center (City/Private/Education).
- Technology plan – The Technology for Student Learning Plan for 2002-07 mission statement defines and coordinates instructional technology activities that will provide universal access to the information students need to attain their educational goals. The

instructional technology plan is committed to supporting the academic excellence of students through professional development of instructors and staff who use technology to deliver instruction to students [*Educational Technology Committee Minutes 2005*]. This plan is a response to the MSJC Master Plan 2000-2005 [*MSJC Technology Plan/Technology for Student Learning Plan for 2002-07 website, www.msjc.edu/studentlearning/goals*].

Shared Governance [Standards IV.A.1, 2 & 3]

In an effort to deliver an effective, quality, learning-outcome-based educational experience to students, MSJC strives to make institutional decisions in a measured, logical, and accountable manner. The leadership of the college utilizes a variety of approaches in making institutional decisions that encompass an effective shared governance structure, institutional and departmental goals, an institutional master plan, and institutional policies.

The MSJC Board Policy Manual describes administrative, faculty, staff, and student roles in governance and institutional planning in conjunction with the superintendent/president and Board of Trustees. The college strives to involve all four college constituencies in the decision process through representation on different committees within its well-defined shared governance structure. Institutional and departmental goals, along with data-driven information, are brought through the appropriate shared governance committees and serve as the foundation of information that supports an institutional or departmental decision.

Governance, the act or process of exercising authority, is a tool that Mt. San Jacinto College has chosen to share amongst all who are impacted by the process. Governance embodies its unique dichotomy of leadership and stewardship. Students learn, apply, evaluate, and continue to learn, not only in the classroom environment, but also participate in student clubs and student government; they are involved in a variety of committees, through athletics, and as members of community organizations as representatives of the college.

All shared governance committees are comprised of faculty, staff, students, and management. Appointees of the Academic Senate, Classified Senate, and Associated Student Body are members of each of these committees. The charges of these committees are described in the MSJC Shared Governance Document. Information about the Academic Senate, Classified Senate, and Associated Student Body, including their purposes, membership, and structures, can be found on our website [www.msjc.edu]. Additionally, the Academic Senate, Classified Senate, and Associated Student Body hold regular meetings and utilize college e-mail to communicate upcoming meetings, with agendas and minutes attached for their members.

Student Services initiated its own program review in which the department pursued how to best serve students. This was done to identify department weaknesses as they correlate to master plan goals. Student Services conducts program review in three- to four-year cycles, including small and large departments within its overall structure.

Part of our master plan process includes sponsoring a charrette. This gives the community an opportunity to participate in institutional planning. We have held two charrettes, one in 2000 and one in 2004. These featured approximately 90 district and community members who came together for two days. There they discussed and prioritized goals. These goals are now established as our master plan. Some of our departments hold periodic staff meetings to review

master plan goals to determine if they are being met. The Information, Communication, and Technology Committee regularly reviews the goals that have an impact on technology.

Students are informed of their role in the college improvement process as seen in shared governance documents posted on the ASB website. Student leadership classes are listed on the website, as well as election information, opportunities, and goals reflecting shared governance role training (year-end report) for involved and interested students. A Standard IV survey indicates 63% of students feel encouraged to participate in the leadership process. The ASB website also lists goal outcomes, indicating actual institutional improvement from their participation.

The college recently conducted an accreditation Standard IV survey in which students, faculty, staff, administrators, and Board members were queried regarding MSJC's improvement process. According to the survey, 76% of staff and faculty members feel that, when something needs to be changed, they understand the process to be followed in order to initiate that change. The results also showed that most feel that supervisors encourage and support involvement in the improvement process. This is an indicator of role confidence and suggests that the communication of the shared governance process is open and healthy. Classified staff and faculty roles in shared governance are defined on their respective websites. Interviews with current and previous Classified Senate presidents indicate their involvement with the College Council helps drive far-reaching outcomes in areas such as new positions, expenditures, and Board policies. As an example of actual institutional improvements, the new smoking policy was cited by past and current Classified Senate presidents as an important current issue with which classified staff are instrumentally involved. Fifty percent of staff members surveyed indicated they are actively involved in the shared governance process at their level, and 70% believe they are well represented. The survey results indicate that, among the stakeholders, 67% believe that MSJC has a very effective process that allows everyone to bring forth ideas to make the college a better place to learn. However, increased communication would definitely benefit faculty, staff, and students in their roles in institutional governance and planning.

Institution-Wide Dissemination of Information [Standard IV.A.1]

In this age of information technology, our institution is challenged to reach beyond convention to explore multiple methods of communication to ensure that effective lines of communication are facilitated.

Since the last accreditation visit, Mt. San Jacinto College has taken positive steps to facilitate the collection of, access to, and dissemination of information. This has promoted greater awareness and more data-driven decision-making processes and has transformed the culture of decision making at our college.

These steps include the following:

- Hiring a full-time director of Research and Development.
- Implementing standardized procedures for requesting information.
- Posting reports and useful links to information on the MSJC intranet [inside.msjc.edu] and the MSJC Internet website [www.msjc.edu].

- Implementing a master plan process, publishing and widely distributing the plans (2000-2005 and 2004-2009), and publishing progress reports.
- Generating specialized reports (e.g., enrollment statistics reports) and distributing them to specific areas of the college, such as Instruction or Student Services.

Information for resource planning and evaluation of progress toward master plan goals, as well as links to information for compliance and comparative purposes, is easily available and easily accessed from any computer at Mt. San Jacinto College [inside.msjc.edu] or through a web connection anywhere in the world [access.msjc.edu].

The following documents/reports are available on the MSJC intranet site [inside.msjc.edu]:

- *Mt. San Jacinto College Eagle Information System*: This includes easy-to-generate reports on enrollment trends and student performance measures in spreadsheet format. Reports may be generated for one or several semesters, by discipline, department, location, and college. This data is derived from the Datatel system.
- *Management Information System (MIS) Reports*: Categorical Program Analysis Reports – CARE, VATEA, EOP&S, DSP&S; Enrollment Analysis Reports; Faculty Workload Comparison Reports; etc.
- *Committee Websites*:
 - ◆ Curriculum Committee [www.msjc.edu/currcomm]: policies, procedures, schedule, course outlines of record, links to Chancellor’s Office website.
 - ◆ Educational Technology Committee [www.msjc.edu/etc].
 - ◆ Information, Communication, and Technology Committee [inside.msjc.edu/committees/ictc]
- *Institutional Research* [inside.msjc.edu/departments/research/]: The MSJC Office of Research and Development has posted a number of reports and links to information that are valuable and relevant to shared information and shared decision making. These include the following:
 - ◆ Planning Resources:
 - Accreditation Standards and Guides.
 - Education Resources: California Master Plan for Education, ERIC Clearinghouses, System Performance on PFE, WICHE Factbook.
 - General Resources: California Statistical Abstract, Data Sources Book, Online Resources.
 - Mt. San Jacinto College Resources: Budget, Catalog, MSJC Fact Book, MSJC Master Plans 2000-2005 and 2004-2009, Master Plan Progress Report, MSJC Organizational Chart.
 - ◆ Research Reports (specialized reports published in their entirety):
 - Transfer Information.
 - Trends.
 - Enrollments and Headcounts.
 - Mt. San Jacinto College PFE Summaries.
 - Faces-of-the-Future Survey Results.
 - ◆ Links to:
 - CCCCO.
 - California Community Colleges Online DataMart.

- Department of Finance.
- Academic Senate for California Community Colleges.
- Various professional organizations (AACC, ACE, AIR, etc.).
- U.S. and California Government Data & Demographics.

The following documents/reports are available on the MSJC website [www.msjc.edu]:

- Quick facts about MSJC.
- Mt. San Jacinto College Fact Book (updated each semester).
- Calendars.
- Committees: All shared governance and major task force committees are listed. However, only the Budget Committee, Curriculum Committee, Educational Technology Committee, and Web Standards Committee have content listed.
- Student Services website: This link identifies a number of support services and contains content information.
- Instructional Services website: This link is incomplete and information is out of date (e.g., goals for 2002-03).

The following documents are available in book-bound form:

- *Master Plan 2000-2005*: Constituents of the college (ASB, Classified Senate, Academic Senate, all full-time faculty, all members of management, and Board of Trustees) were provided with bound copies of the Master Plan 2000-2005.
- *Master Plan 2000-2005 Progress Report (2002)*.
- *Master Plan 2004-2009*
- *Mt. San Jacinto College Budget*

Mt. San Jacinto College strives to improve the institution by encouraging all constituencies to participate in the process. Through practices and venues such as shared governance, unions and associations, the Academic and Classified Senates, department meetings, and open sessions of the Board of Trustees meetings, the MSJC staff and community have many opportunities to affect institutional improvement.

The district is considered a growth district. As new homes are built, MSJC must encourage the new voices of our district to come forward and help institute change. At the same time, MSJC must also focus on the voices within our walls to improve the quality and effectiveness of our operation.

Analysis

The mission statement and master plan of our college demonstrate that we take seriously the concept of educational excellence. The shared governance process in place produces continuous institutional improvement.

The college strongly encourages and supports the participation of all constituents (students, faculty, staff, and administrators) to be involved in the committees of the shared governance structure, as well as participate in senates, unions, associations, and department meetings.

Through these vehicles, MSJC has the best opportunity for improvement. The ideas and suggestions that come forth from these venues offer resources and ideas that promote the health and development of our institution.

As students, faculty, and staff have individual ideas and concerns about the college, they are encouraged to talk with their supervisors and their lead administrator(s). These individuals are also encouraged to communicate with their senates, unions, and associations for additional support. The administration has supported an open-door policy that encourages all constituencies to voice their ideas about what can make MSJC more effective. The MSJC Foundation has also instituted new venues, such as The College Marketplace at Menifee, to encourage the community to get involved in our district.

The college facilitates communication through a minimum of six modalities:

- The Student Code of Conduct.
- Committee responsibility and charge.
- Written policy on roles.
- Board policy and regulations.
- Position descriptions.
- Written text(s).
- Electronic media.

The college has made major strides in information accessibility, including using the college's website and intranet.

It is apparent from the results of the Standard IV survey, committee meeting documentation, and committee membership interviews that the shared governance process is in place and functional at MSJC. Knowledge of and confidence in the processes are highest among faculty and administrators, while students and classified staff have knowledge of the processes and generally feel invited to participate, but are less confident in their voice being heard or the probability of change. Student participation is greatest in student-specific activities, such as ASB government and student clubs, while the participation rate in many other college committees is far less.

It appears that some committees may not be maintaining current information on the MSJC intranet site. Some, such as ETC, have migrated to the Blackboard site.

Some faculty have expressed concern that the curriculum development process is unnecessarily cumbersome and overly difficult. The chair of the Curriculum Committee, along with committee members, works continuously to evaluate and revise the process as needed, while maintaining educational integrity. Since the last accreditation site visit, the Curriculum Committee has created a very informative website which is accessible to everyone.

The college has continued to support the opportunity for professional development despite the elimination of identified state funding for that purpose. With the addition of a grants office, a number of programs have submitted proposals that, if funded, would provide improvements and development opportunities. Campus constituents are encouraged by leadership to look for innovative approaches to delivering an educational experience.

Through recent surveys and the use of Zoomerang, colleagues suggest that more can be done to increase student participation and to create stronger lines of communication. An effective method of using governance in the effort for enhancing student learning has been in the recent implementation of learning communities.

Overall, the structures that are in place at MSJC regarding student learning programs and services are working well. As documented in a recent survey, the faculty seems quite satisfied with their role in MSJC's decision-making process regarding these programs and services; however, they would like to see more of the budget going into instructional programs.

Choices are being offered and ideas encouraged. The Board of Trustees invites presentations on new ideas and programs and offers time during open session for the MSJC community to share ideas for the good of our institution.

Action Plans

AP IV.A.1

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

AP IV.A.2

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

AP IV.A.3

Volume is not a leading, cited concern regarding the facilitation of communication. Instead, timeliness and distribution to appropriate constituencies have greater impact on effective communication. Thus, the following are suggested:

- Maintain and improve existing shared governance structures.
- Improve the participative relationship in shared governance with regard to classified staff and students.
- Involve classified staff and students in the mechanics of outcomes within the shared governance process so they will feel more effective in that process.

AP IV.A.4

Encourage the pursuit of additional grant opportunities.

Note: Please see Page 184 for a list of references for Standard IV.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

- B. Board and Administrative Organization: In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**
- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**
 - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**
 - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**
 - c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**
 - d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**
 - e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**
 - f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**
 - g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**
 - h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**
 - i. The governing board is informed about and involved in the accreditation process.**
 - j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. *Not applicable to Mt. San Jacinto College.*

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. The president guides institutional improvement of the teaching and learning environment by the following:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.
 - c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
 - d. The president effectively controls budget and expenditures.
 - e. The president works and communicates effectively with the communities served by the institution.
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board. *Not applicable to Mt. San Jacinto College.*

Description

Board of Trustees [Standard IV.A.1]

The MSJC Board of Trustees is elected in full compliance with California Education Code and Riverside County Elections Code requirements. The Board operates in a policy-making role through formalized Board policies memorialized in a Board Policy Manual. The policies established are student-centered and focus on ensuring quality education and institutional integrity. The Board provides policy direction to the superintendent/president and has followed a professional policy with respect to the evaluation and employment of the president. The college does not have a written process for the hiring of a CEO. In the past, a consulting firm had been selected and a professional search process developed and followed when hiring a new CEO.

The concept of student learning is reflected in a variety of institutional documents. Besides being reflected in the Board Policy Manual, the mission and vision statements reflect the commitment to student learning. In addition, the master plan reflects a long-term vision of improvement of the institution for student development.

The Board of Trustees operates as an independent entity that establishes Board policy based upon knowledge of the district constituency and focused on the offering of a quality educational experience. With the single exception of being subject to binding arbitration in the event of a formal grievance from faculty, the Board is the ultimate determinative body for MSJC. The Board performs its duties in an open deliberative environment in full compliance with the policies and the operational procedures of the college. Minutes of the regular Board meetings are retained in electronic and written format and are readily available to the public for review. The Board has established a series of operational guidelines designed to assist in the efficiency and ethical operation of Board processes.

The MSJC Board of Trustees recognizes the significance of reviewing and updating its policies in a timely manner. The college subscribes to a policy service from a recognized legal firm and regularly considers updated policies as they are provided by the legal service. The Board has enjoyed very stable membership, with vacancies occurring on an occasional basis. When openings occur, the newly selected member is given a formal orientation through the orientation services provided by California Community College Trustees (CCCT) Association and the California Community College League. The Board has requested that the orientation at the local level be provided by offices under the superintendent/president.

The Board of Trustees has been fully engaged in the accreditation process. Members of the Board were asked to participate on accreditation committees, and members were able to directly participate in the report development. The draft report will be shared with the Board, and the final document will be presented for Board recognition and support. While the Board recognizes the significance of self-evaluation and has reviewed the guidelines provided by CCCT, Board members have selected a less-formalized method of self-evaluation.

When the superintendent/president is annually evaluated, the trustees assess the Board's impact and progress utilizing the annual institutional goals.

Finally, during the period of the mid- to late-1990s, the college experienced significant fiscal instability. Since that time, strong fiscal control has been instituted and implemented by the Board to ensure a stable fiscal environment. As a result of those measures, MSJC enjoys a sound fiscal environment that has accommodated dramatic student enrollment growth along with increased compensation for faculty and staff. The Board reviews the routine operational costs and quarterly reports to the state agencies on a monthly basis. The Board is very knowledgeable and current about the fiscal condition of the institution. It uses the Budget Committee to assist in the annual planning and development of the college's budget. The result of the Board's cumulative actions has been annual audits free of audit exceptions.

Superintendent/President [Standard IV.A.2]

The superintendent/president meets with the Executive Cabinet (consisting of four vice presidents), cabinet (consisting of the four vice presidents, deans of Instruction, the dean of

Information Services, the director of Public Information and Marketing, and the director of Research and Development), and management leadership (which consists of all administrators) on a regular basis. The cabinet and management leadership meetings serve as informational clearinghouses where decisions and recommendations are made (with information based on research provided by the director of Research and Development) pertaining to institutional goals, values, and priorities. The superintendent/president also facilitates a meeting twice per month with the College Council, which consists of three vice presidents, three faculty (one from the Faculty Association), three classified representatives (one from the CSEA), and three students. The College Council reviews and approves items that have come forth from other shared governance committees and eventually makes recommendations to the Board of Trustees. The superintendent/president facilitates the College Council but does not vote on items brought forth for approval.

The superintendent/president has given authority to the four vice presidents to make decisions regarding mission, function, and evaluation of their particular sectors. He works collegially with each of the vice presidents to solve problems and address concerns. The superintendent/president has a clear focus on the future and anticipates the college's transition from a single college, multi-campus district to a college structure to be determined by the Board of Trustees. The superintendent/president was instrumental in completing the master plan, which drives the institutional decision-making process. During the master plan process, the superintendent/president empowered administrators, faculty, staff, and community members to evaluate overall institutional planning and make recommendations that promote the overall effectiveness of our district for the future. Regarding overall institutional planning, the superintendent/president encourages and supports program review and its connection to student learning outcomes; however, the process has not been well connected with budget development.

The superintendent/president works in a collegial manner with various constituencies of the college to communicate goals and values of the institution. He gives state-of-the-college reports to the MSJC college community at two annual pre-semester orientation meetings. He supports the work of the Academic Senate, Classified Senate, and Associated Student Body, and generally supports and upholds their decisions and recommendations. He supports student activities and focuses on these activities' promotion of student awareness and student learning outcomes. The superintendent/president makes monthly reports to the Board of Trustees on the status of the institution, as well as on any pertinent activities he has become aware of or participated in. He participates in the Mutual Agreement Council (MAC) with the vice president of Instruction and the president and vice president of Academic Senate. The MAC is designed to respond to actions by co-chairs of standing committees and the College Council and may initiate actions, introducing them into the shared governance committee structure for consideration. The superintendent/president has an open-door policy that encourages all constituents to communicate their ideas and concerns. He exhibits core goals and values personally, but these have not been identified as an institutional priority.

After his arrival, the superintendent/president implemented the Office of Research and Development, which reports directly to him. The superintendent/president relies on the expertise and empowerment of this office to provide reliable information on institutional performance. He does, however, remain familiar with all aspects of budget and enrollment overviews.

The superintendent/president is charged with the overall direction of every facet of the college, which includes district policies and administrative procedures, a master plan for future development of facilities (including future bond measures), strategic and operational-range planning, and management of the college budget. While he has led the college, he has revitalized its financial status, increasing reserves and focusing on conservative budget decisions. He demonstrates knowledge of statewide mandates and regulations originating with the Chancellor's Office. He keeps the Board informed of these mandates, as well as current statutes and regulations. With this knowledge, he has encouraged the development of Board policy that is consistent and congruent with the institutional mission and goals.

The superintendent/president participates in sixteen organizations throughout Riverside County (i.e., chambers of commerce, the Exchange Club, and numerous boards). He is aware of the organizations available and encourages participation by all administrators. The superintendent/president communicates and works effectively with the communities served by our institution.

Analysis

Mt. San Jacinto College is a public California Community College that adheres to and complies with the statutes and regulations of the State of California. Part of that compliance responsibility ensures that members of the college's Board of Trustees are duly and properly elected and that they adhere to reasonable and defined processes for effectively operating the institution. Mt. San Jacinto College has a current, comprehensive policy manual that encompasses all operational components of the college. That manual is revised on an "as-needed" basis.

As the Board of Trustees establishes or revises Board policy, its central focus is the student. The college is committed to quality student learning and related experiential opportunities. By establishing and following the approved Board policy, the criteria are set for the development and implementation of effective programs and services for students. The principles for those programs and services are reflected in the planning documents, mission and vision statements, administrative norms, and the general operational elements of the college.

The superintendent/president oversees four main administrative sectors of the college: Instructional Services, Student Services, Human Resources, and Business and Administrative Services. The superintendent/president encourages accountability by empowering all levels of administration, faculty, and staff to make decisions regarding mission, function, and evaluation of their roles in making MSJC a successful institution. The superintendent/president has clear knowledge of the roles within the institution and demands accountability at a high level, which in turn promotes the adoption of process at lower levels.

Action Plans

AP IV.B.1

Develop a Board of Trustees self-evaluation process.

AP IV.B.2

Proceed with the administrative restructuring plan.

AP IV.B.3

Implement core goals and values as an institutional priority.

AP IV.B.4

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

AP IV.B.5

Link program review of all sectors to budget development.

AP IV.B.6

Encourage and support further staff development funding.

References for Standard IV:

Accreditation Standard IV, Survey Questions
ASB Year-End Report 02/03
BOT items regarding item, 2002/03-262; 2003/04, 115; 2002/03
Business & Fiscal Affairs Board Policy
Classified Senate Constitution & Organization
Communications Workers of America Contract 07/01/02
Conceptual plans for MVC based on 50 ac
CSEA Contract 07/01/03
Fact Book 2004
Faculty Association CTA/NEA Contract 2000/03
FLEX guidelines developed by FLEX Committee on 12/01/04
Human Resources-Board Policy
Information Guide from Information Services Department to New Employees
Master FLEX Contract 2004/05
MSJC Associate Faculty Guide
MSJC Council Minutes November 22, 2004
MSJC Faculty Handbook 2004/05
MSJC Online Distance Learning Program Information
MSJC Shared Governance Agreement
MSJC Student Body Constitution
MSJC WebAdvisor and my.msjc.edu
Online Community Education Registration via my.msjc.edu
Policy & Procedure for Handling Discrimination 03/04
Public Hearing re: Banning conceptual plans for MVC, based on 50 acres
Sabbatical Leave Application
Schedule of Classes, Spring 2005
Sexual Harassment Policy 00/01
Shared Governance Philosophy & Policy
Site Visit Report 1999 (Evaluation Report)
Student Services Board Policy

Action Plans



ACTION PLANS

Standard I.A.

AP I.A.1

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

Standard I.B.

AP I.B.1

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

AP I.B.2

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

Standard II.A.

AP II.A.1

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

AP II.A.2

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

AP II.A.3

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

1. Reach agreement on a uniform definition of student learning outcomes (SLOs) and collaborate across sectors to create degree-level SLOs.
2. Develop and clearly commit to a plan which develops SLOs at the course and program level in Instruction and at the service and program levels in Student

- Services. Such a plan should include appropriate assignment of personnel with responsibility and authority for the development and implementation of SLOs.
3. Integrate and update educational planning.
 4. Integrate SLOs into institutional planning and program review in a system that goes beyond instructional activities to connect the current charrette process with program, sector, and college-wide planning.

AP II.A.4

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

AP II.A.5

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

AP II.A.6

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

AP II.A.7

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

AP II.A.8

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

AP II.A.9

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

AP II.A.10

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

AP II.A.11

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

AP II.A.12

Consider re-establishing the Job Placement Center.

AP II.A.13

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

AP II.A.14

Develop guidelines for the selection of appropriate course materials.

AP II.A.15

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

AP II.A.16

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

Standard II.B.**AP II.B.1**

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

AP II.B.2

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

AP II.B.3

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

AP II.B.4

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

AP II.B.5

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

AP II.B.6

Develop and implement updated student conduct policies and procedures.

AP II.B.7

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

AP II.B.8

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

AP II.B.9

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

AP II.B.10

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

AP II.B.11

Evaluate use of written assessment instruments for English placement.

AP II.B.12

Develop a strategic plan for future allocations of institutional costs related to campus technology needs.

AP II.B.13

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

Standard II.C.**AP II.C.1**

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

AP II.C.2

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

AP II.C.3

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

AP II.C.4

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

AP II.C.5

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

AP II.C.6

Centralize program reviews into academic resource support programs at each campus and eventually blend them into library program reviews.

AP II.C.7

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

AP II.C.8

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

AP II.C.9

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

AP II.C.10

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

AP II.C.11

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

AP II.C.12

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

AP II.C.13

Provide increased ARC services with future ESL/reading labs.

AP II.C.14

Address library and LRC security issues more comprehensively. For example, a member of campus security should be posted at the San Jacinto campus library during college functions when library staff is not present. Additionally, facilities should ensure that the two other SJC library exits have an equal level of security as the main entrance. At each

campus library and LRC, technology needs to be secured throughout the building. All security provisions should be supervised by the dean and the librarians to ensure that systems are adequate and correctly implemented.

AP II.C.15

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

AP II.C.16

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

AP II.C.17

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

AP II.C.18

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

AP II.C.19

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

AP II.C.20

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

Standard III.A.

AP III.A.1

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

AP III.A.2

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

AP III.A.3

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

Standard III.B.

AP III.B.1

Continue the development of MSJC's police department.

AP III.B.2

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

Standard III.C.

AP III.C.1

Develop an auditable security plan.

AP III.C.2

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

Standard III.D.

AP III.D.1

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

AP III.D.2

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

AP III.D.3

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

AP III.D.4

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

Standard IV.A.

AP IV.A.1

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

AP IV.A.2

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

Standard IV.B.

AP IV.B.1

Develop a Board of Trustees self-evaluation process.

AP IV.B.2

Proceed with the administrative restructuring plan.

AP IV.B.3

Implement core goals and values as an institutional priority.

AP IV.B.4

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

AP IV.B.5

Link program review of all sectors to budget development.

AP IV.B.6

Encourage and support further staff development funding.